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GRADE 9

STUDENT'S BOOK

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Her hakkı saklıdır ve Millî Eğitim Bakanlığına aittir. Kitabın metin, soru ve şekilleri kısmen de olsa hiçbir surette alınıp yayımlanamaz.

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İSTİKLÂL MARŞI

Korkma, sönmez bu şafaklarda yüzen al sancak;
Sönmeden yurdumun üstünde tüten en son ocak.
O benim milletimin yıldızıdır, parlayacak;
O benimdir, o benim milletimindir ancak.

Çatma, kurban olayım, çehreni ey nazlı hilâl!
Kahraman ırkıma bir gül! Ne bu şiddet, bu celâl?
Sana olmaz dökülen kanlarımız sonra helâl.
Hakkıdır Hakk'a tapan milletimin istiklâl.

Ben ezelden beridir hür yaşadım, hür yaşarım.
Hangi çılgın bana zincir vuracakmış? Şaşarım!
Kükremiş sel gibiyim, bendimi çiğner, aşarım.
Yırtarım dağları, enginlere sığmam, taşarım.

Garbın âfâkını sarmışsa çelik zırhlı duvar,
Benim iman dolu göğsüm gibi serhaddim var.
Ulusun, korkma! Nasıl böyle bir imanı boğar,
Medeniyyet dediğin tek dişi kalmış canavar?

Arkadaş, yurduma alçakları uğratma sakın;
Siper et gövdeni, dursun bu hayâsızca akın.
Doğacaktır sana va'dettiği günler Hakk'ın;
Kim bilir, belki yarın, belki yarından da yakın.

Bastığın yerleri toprak diyerek geçme, tanı:
Düşün altındaki binlerce kefensiz yatanı.
Sen şehit oğlusun, incitme, yazıktır, atanı:
Verme, dünyaları alsan da bu cennet vatanı.

Kim bu cennet vatanın uğruna olmaz ki feda?
Şüheda fışkıracak toprağı sıksan, şüheda!
Cânı, cânânı, bütün varımı alsın da Huda,
Etmesin tek vatanımdan beni dünyada cüda.

Ruhumun senden İlâhî, şudur ancak emeli:
Değmesin mabedimin göğsüne nâmahrem eli.
Bu ezanlar -ki şehadetleri dinin temeli-
Ebedî yurdumun üstünde benim inlemeli.

O zaman vecd ile bin secde eder -varsa- taşım,
Her cerîhamdan İlâhî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'şım;
O zaman yükselerek arşa değer belki başım.

Dalgalan sen de şafaklar gibi ey şanlı hilâl!
Olsun artık dökülen kanlarımın hepsi helâl.
Ebediyyen sana yok, ırkıma yok izmihlâl;
Hakkıdır hür yaşamış bayrağımın hürriyyet;
Hakkıdır Hakk'a tapan milletimin istiklâl!

Mehmet Âkif Ersoy

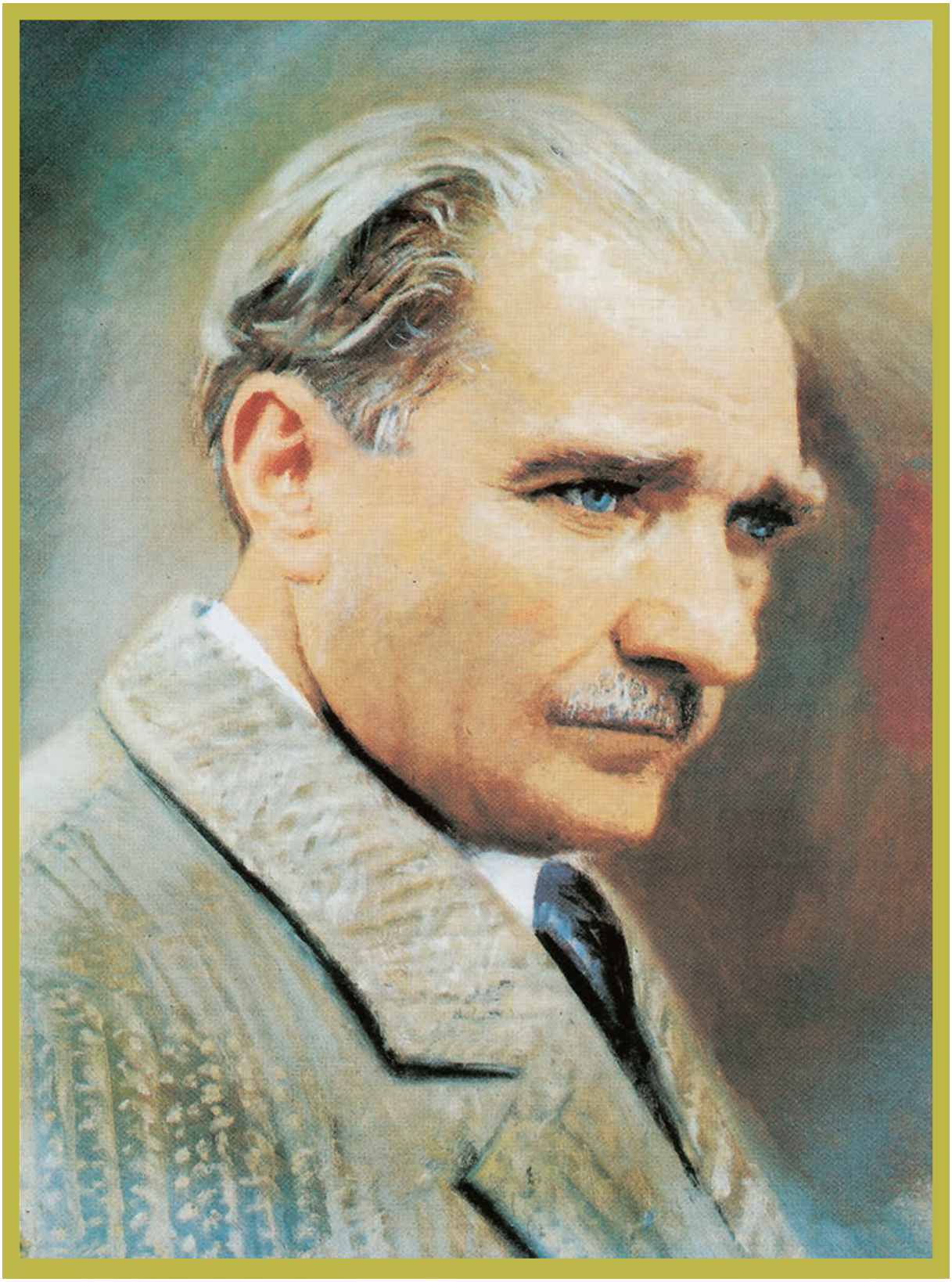
GENÇLİĞE HİTABE

Ey Türk gençliği! Birinci vazifen, Türk istiklâlini, Türk Cumhuriyetini, ilelebet muhafaza ve müdafaa etmektir.

Mevcudiyetinin ve istikbalinin yegâne temeli budur. Bu temel, senin en kıymetli hazinendir. İstikbalde dahi, seni bu hazineden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok namüsait bir mahiyette tezahür edebilir. İstiklâl ve cumhuriyetine kastedecek düşmanlar, bütün dünyada emsali görülmemiş bir galibiyetin mümessili olabilirler. Cebren ve hile ile aziz vatanın bütün kaleleri zapt edilmiş, bütün tersanelerine girilmiş, bütün orduları dağıtılmış ve memleketin her köşesi bilfiil işgal edilmiş olabilir. Bütün bu şeraitten daha elîm ve daha vahim olmak üzere, memleketin dâhilinde iktidara sahip olanlar gaflet ve dalâlet ve hattâ hıyanet içinde bulunabilirler. Hattâ bu iktidar sahipleri şahsî menfaatlerini, müstevlîlerin siyasî emelleriyle tevhit edebilirler. Millet, fakr u zaruret içinde harap ve bîtap düşmüş olabilir.

Ey Türk istikbalinin evlâdı! İşte, bu ahval ve şerait içinde dahi vazifen, Türk istiklâl ve cumhuriyetini kurtarmaktır. Muhtaç olduğun kudret, damarlarındaki asil kanda mevcuttur.

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

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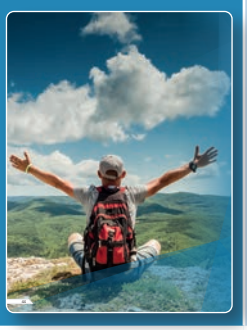
THEME 4 HUMAN IN NATURE 	**4A HABIT IS SECOND NATURE** pp. 46-47 **4B CALM BEFORE THE STORM** pp. 48-49 **4C NATURE CALLS YOU** pp. 50-51 **4D TAKE CARE OF NATURE** pp. 52-53	Describing daily routines Talking about abilities Talking about frequencies of activities	Daily activities Outdoor activities Natural disasters Nature
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LISTENING & SPEAKING	READING & WRITING	PRONUNCIATION
Identifying frequently used vocabulary for greetings and conversations in a simple recorded text Detecting specific information about jobs/countries/ nationalities Introducing themselves and their family members Asking and answering about their personal belongings Asking for and giving simple directions in simple phrases	Recognizing familiar names, words, and very basic phrases in simple texts such as postcards, greeting cards, and emails Finding specific information in a simple text about jobs/nationalities/ countries Writing simple sentences and phrases (a postcard, an email, or a hotel registration form)	Recognizing contracted forms of “am, is, are” and “have/has”
Responding to the questions related to the topic of a recorded text/video Locating the things as they listen to information about the instructions Asking about and describing their neighbourhood Comparing people, places, and objects around them Asking and answering questions about the location of things and places	Reading a simple text for specific information about their neighbourhood/city etc. Filling in a chart comparing cities in different countries/Türkiye Describing different environments in simple sentences and phrases	Differentiating the /ɪ/ and /iː/ sounds
Detecting familiar words/phrases about likes/dislikes and hobbies in a recorded text or video Reordering a recorded conversation about making invitations/offers Expressing their opinions about free time activities Asking about and telling the time and the date Talking about their preferences of hobbies and free time activities Acting out a dialogue about accepting and refusing an invitation	Scanning film reviews on blogs to decide which movie to see Finding the main idea of a text about movies Writing their opinions on a blog Writing short text messages to invite their friends for a movie	Differentiating the /t/ sound from the /θ/ sound
Identifying the subject of a text with the help of familiar words Identifying time expressions of daily routines Talking about their abilities Talking about their daily activities and the frequencies of those activities	Identifying specific information in a simple written material such as short newspaper articles on effects of natural events Scanning reading passages about people to find out different/unusual abilities Writing about their friend’s daily life and the frequencies of their activities Writing a short paragraph about love for nature	Pronouncing the /s/, /z/, and /ɪz/ sounds
Identifying the descriptions of people’s appearances in a recorded text Comparing characteristics of different well-known people by expressing their opinions Describing current actions in pictures	Scanning a text for specific information Guessing the meanings of unknown words from the contexts Writing a text comparing characteristics of people by giving their opinions Writing a text describing their inspirational character	Practising the /ŋ/ sound

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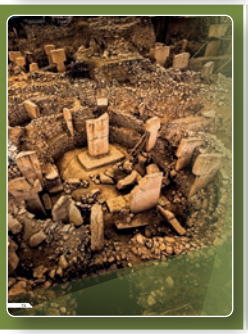
THEME 7 WORLD HERITAGE 	**7A OUR LEGACY FROM THE PAST** pp. 76-77 **7B ONCE UPON A TIME** pp. 78-79 **7C A BLAST FROM THE PAST** pp. 80-81 **7D TRAVEL BROADENS THE MIND** pp. 82-83	Talking about past events Making inquiries Asking and answering questions in an interview	Historical places and archaeology Culture Travel and tourism
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THEME 10 TELEVISION AND SOCIAL MEDIA 	**10A IN THE NEAR FUTURE** pp. 106-107 **10B FOLLOW FOR FOLLOW** pp. 108-109 **10C LET'S STAY IN TOUCH** pp. 110-111 **10D BOTH SIDES OF THE COIN** pp. 112-113	Making predictions about the future Asking for and giving opinions (agreement, disagreement, etc.) Interrupting someone in a conversation Gaining time in a conversation	TV programmes Words and phrases about social media

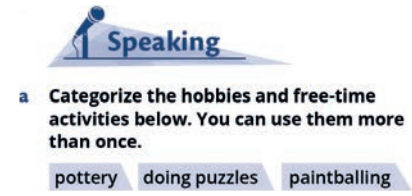
LISTENING & SPEAKING	READING & WRITING	PRONUNCIATION
Detecting specific information in public announcements at the airport/train station etc. Identifying the most frequently used expressions to order food in a restaurant Taking part in a dialogue about ordering food at a restaurant/café Taking part in conversations that can occur while travelling Using the most frequently used expressions to buy a flight/bus/train ticket Talking about some basic cultural differences of places they have visited	Scanning short texts describing some famous cities in the world for specific information Getting the main points of the informative texts related to intercultural differences Writing a short message to leave at the reception desk for their parents Writing a series of sentences about the city that they would like to visit by indicating reasons	Differentiating the /v/ and /w/ sounds
Organizing information on world heritage in a recorded text/video Responding to simple questions/statements in a recorded interview Asking and answering simple questions in an interview about past times and past events Giving a short simple presentation about an ancient civilization they have searched before	Asking and answering the questions about a text related to the world heritage Reordering the events in a short story Writing a series of sentences about historical places they visited in the past	Sounding natural producing “-ed” sounds in regular past verbs and the pronunciation of /wəz/ and /wɒz/
Identifying the most frequently used expressions about health problems Asking for help from the emergency services in areas of immediate need Asking for and giving advice about health problems Expressing obligations, responsibilities, and prohibitions in social life	Finding the main idea of a text about health problems/emergency situations that have happened recently Preparing posters/leaflets/brochures about safety and health at work	Noticing sentence intonation
Filling in the missing parts in a dialogue about invitations and apologies on a phone call Recognising the most frequently used expressions related to shopping in a recorded text Making and responding to suggestions/requests Describing future plans and arrangements Giving and receiving information about quantities, numbers, and prices in conversations about shopping	Finding the supporting ideas in a text Writing simple invitation letters Writing a short paragraph about their future plans	Practising “yod coalescence” (Could you…? Would you…?)
Putting the events in a TV broadcast in order Making predictions about the future Agreeing or disagreeing with others by giving their opinions Acting out a dialogue using the expressions and phrases to interrupt and gain time in a conversation	Skimming short and simple texts to draw a conclusion in terms of social media Writing a comment on a topic via social media	Practising the /d/ and /ð/ sounds

ICONS USED IN THE BOOK

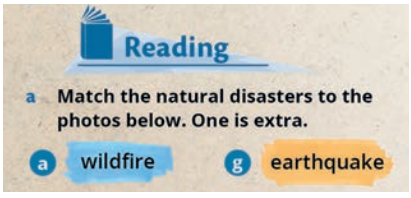
Lead-in | Listening | Speaking | Reading | Writing | Pronunciation | QR Code

Lead-in: Each theme usually begins with two questions that take five to ten minutes to activate students' background language knowledge, draw students' attention to the topic, and increase their motivation.

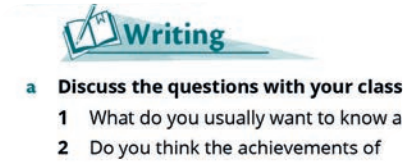
Listening: Based on the natural process of first language acquisition, each theme starts with listening activities, and Module C also starts with listening activities. Everyday spoken texts, dialogues, conversations, etc., including interesting topics, are presented through different strategies and techniques that aim to provide students with language input easily.



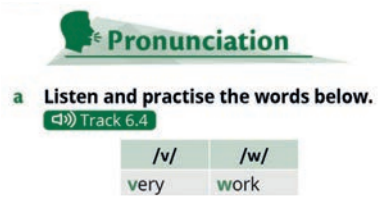
Speaking: Students are given a variety of different activities to practise speaking skills confidently and fluently while conveying information verbally through real-life tasks. The activities in this section are intended to assist students in activating and applying their knowledge of functions, structures, and vocabulary. Speaking skills are also practised in both the pre and post activities in the other three language skills sections.



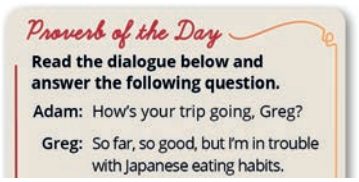
Reading: Different types of texts that cover relevant, interesting, and motivating topics are presented to provide students with deep learning. Students are exposed to discovering target structures and vocabulary embedded in the texts and obtaining detailed meaning from the text by applying, analyzing, and synthesizing. Students are aimed at developing their reading skills with an emphasis on skimming, scanning, understanding details, making inferences, and retelling.



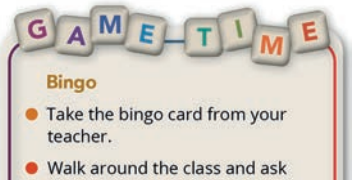
Writing: Students are usually given a model text, and they are asked to produce one later. Students check their peers' work in pairs, so they become more critical. Students are also provided with guidance and tips to deal with different types of writing tasks. These tasks are also given as homework; thus, students will expand the topic and revise the language. Alternatively, students can write cooperatively after doing research or having a discussion. It fosters students' motivation and peer evaluation.



Pronunciation: Each theme includes at least three listening and practising pronunciation activities. With the aim of helping students distinguish between similar sounds, these activities are followed by tongue twisters, which promote the practice of sounds and sentence intonation. Through tongue twisters, students are able to clarify the pronunciation of words. Saying the tongue twister slowly, repeating it, and then building speed helps stretch and strengthen the tongue, mouth, and jaw muscles to eliminate articulation problems.

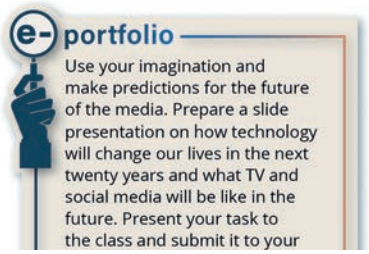


Idiom of the Day/Proverb of the Day: Culture-bound idioms and proverbs are presented in meaningful real-life contexts through written dialogues. With the follow-up question(s), students are exposed to finding out when, how, and where to use them effectively.



Game Time: The motivating and fun games are presented to get students to participate actively in the learning of target vocabulary and structures. It encourages students to use the target language creatively and spontaneously in a flexible, enjoyable, and communicative classroom environment.

Did you know?: Interesting facts about the theme are presented to raise awareness of universal, national, moral, humane, and cultural values and ethics and to develop interdisciplinary competence in both oral and written communication skills. With the follow-up question(s), students are expected to discover how to use them in their daily lives.



E-portfolio: Students are given different types of tasks, such as creating videos, posters, e-posters, other tasks prepared using multimedia tools, etc., through individual and collaborative group work. This section provides a recorded resource for both teachers and students to follow the learning process. It also helps students compare their previous work to reflect on their strengths and weaknesses and strive to improve. Students are supposed to upload their tasks to the portfolio section on https://www.eba.gov.tr/.

QR Codes: The aim of these codes is to provide access to the audio files (tracks) and supplementary materials of the book, such as theme presentation, in-theme activities, and end-of-theme evaluation questions. There are five types of QR codes used in the book, and they are as follows:

Theme **Theme Presentation** **Audio File** **In-Theme Activity** **End-of-Theme Questions**

THEME 1

STUDYING ABROAD

1A HIT IT OFF!
1B VARIETY IS THE SPICE OF LIFE
1C IN THE HEART OF THE CITY
1D SO FAR, SO GOOD

In this theme, you will be able to...

- meet new people and introduce yourself and family members.
- talk about possessions.
- ask for and give directions.

1A HIT IT OFF!

Lead-in

a **Tick (✔) the statement that suits you best.**

1 ☐ I love meeting new people. I am a social butterfly.

2 ☐ I like meeting new people, but I have not got many friends.

3 ☐ I am not good at meeting new people. I am shy.

b **What is the best way to meet new people? Online or in person? Why?**

Listening

a **How can you greet people in different languages? Give examples.**

b **Daniel and Juma are studying at a language school in England. Read the following sentences. Then listen and put the conversation in order.** Track 1.1

a ☐ Seventeen, and you?

b ☐ Oh, hello! Sure, please sit.

c ☐ I'm in A1; how about you?

d ☐ Cool! See you later, then.

e 1 Good morning! May I join you?

f ☐ You, too. I'm from Somalia. Where are you from?

g ☐ Oh, you're my age! Which class are you in?

h ☐ I'm in A1, too! We're classmates.

i ☐ Daniel. Nice to meet you, Juma.

j ☐ See you. Take care.

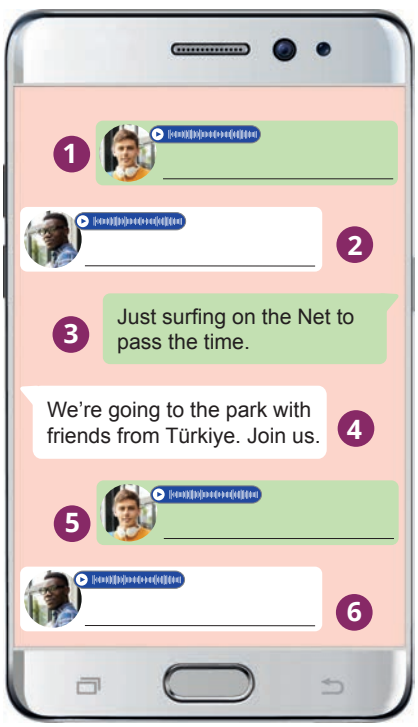
k ☐ I'm Juma. What's your name?

l ☐ From Switzerland. How old are you?

c **Read the dialogue in order in *Exercise b*. Underline the sentences for greetings and farewell.**

d **Prepare a forum post for the language school chat room. Introduce Daniel as in the example.**

e **Listen to the voice chat between Daniel and Juma. Complete the missing parts.** Track 1.2



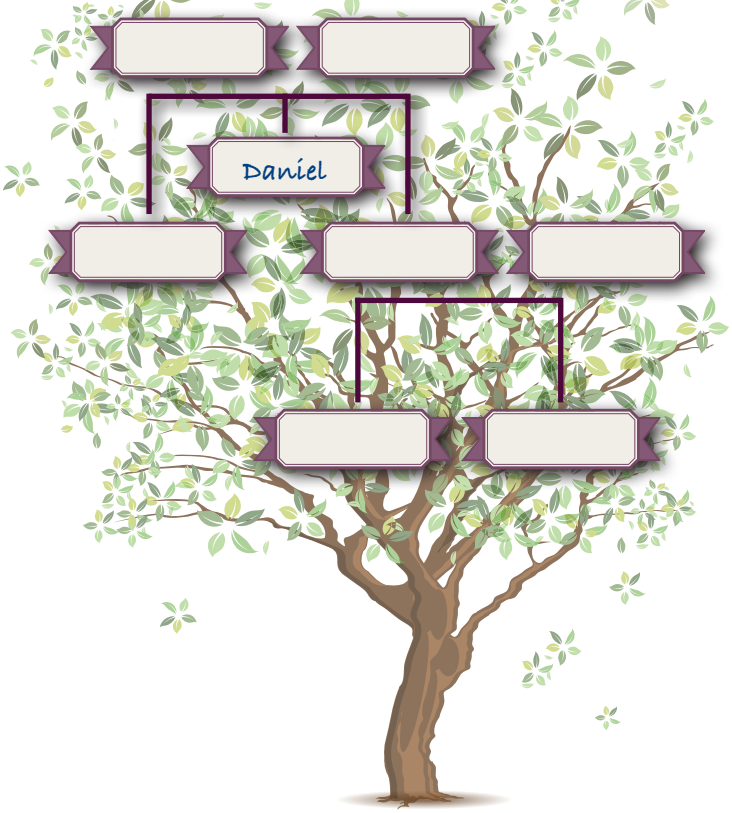
f **Practise the voice chat with your partner.**

Speaking

a **Read Daniel's homework about his family and complete the family tree below.**

THE FISCHER FAMILY

Hello, I'm Daniel. I'm a student at a language school in England, but my family lives in Switzerland. They have got a farmhouse in a village. My father's name is Noah, and my mother's name is Luna. They are forty-five years old. I have got a brother and a sister. It's good to have siblings. My brother, Dario, is married to Anna. I have got a niece, Sofia, and a nephew, Liam. They are 4-year-old twins. My sister's name is Zoe. She is a high school student. I love and miss my family so much!



b **Pick someone from Daniel's family and pretend to be him/her. Tell your partner about your family in turns.**

c **Imagine that your partner is going to visit his/her family abroad. Ask in turns if s/he has the following belongings as in the example.**

e.g. A: *Have you got your passport with you?*
B: *Yes, I have./No, I haven't.*

passport

backpack

laptop

smartphone

plane ticket

luggage

Idiom of the Day

Read the dialogue and answer the following question.

Asaf: I really like meeting new people from other countries!
Tony: Yes, brother. I like it, too. I'm so happy to know you.
Asaf: So am I. We have similar hobbies and interests.
Tony: We come from different cultures, but we **speak the same language!**

Who is the person you think you speak the same language? Introduce him/her in a few sentences.

1B VARIETY IS THE SPICE OF LIFE

Reading

a **Write the names of the countries and the nationalities under each photo.**

1

Country: _____
Nationality: _____

4

Country: _____
Nationality: _____

2

Country: _____
Nationality: _____

5

Country: _____
Nationality: _____

3

Country: _____
Nationality: _____

6

Country: _____
Nationality: _____

b **Scan the text and write the people's names on the photo below.**

Greetings from England

My name is Defne, and I am from Türkiye. I have a chemistry degree from Ankara University. My home town, Ankara, is the capital of Türkiye and is in the central part of the country. I have got a sister. Her name is Elif, and she is an exchange student in Germany.

I am a student at an English language school in Oxford. I really like the multicultural environment here. All my classmates are from different countries, and they all have different occupations. It is a great opportunity to learn about different cultures.

Let me introduce my classmates to you. The first person in the photo is me. The young man next to me is Nico, from Greece. He is a professional photographer. Nico is my best friend because we have got a lot of things in common. The young woman in the middle is Adriana. She is a graphic designer from Brazil. The one in the orange T-shirt is Heidi. She is a Norwegian architect. Rayaan is the young Indian man with a black turban. He is a software engineer. The woman next to him is Farah. She is from Iran, and she is a dentist.

I advise you to join a study abroad programme if you enjoy learning new languages. Studying abroad has many benefits, like discovering yourself, making friends from all over the world, and learning about different cultures.

c **Match the highlighted words in the text to the definitions below. Then make sentences with them.**

1 _____ : an arrangement where a student visits another foreign school to study

2 _____ : something that is good or helpful

3 _____ : including people from different countries and cultures

4 _____ : a good chance to do something

5 _____ : to become a member of a group or an organization

6 _____ : an academic rank you get after completing a study programme at a university

7 _____ : a job or profession

d **Read the text and complete the chart below.**

Name	Country	Nationality	Occupation
Defne			
Elif			
Nico			
Adriana			
Heidi			
Rayaan			
Farah			

e **Read the text again and answer the following questions.**

1 What does Defne do?

_____

2 How is the school environment in Oxford?

_____

3 Who is Defne's best friend? Why?

_____

4 What are the benefits of studying abroad?

_____

f **Listen to the conversation between Emma and an employee in the student affairs and complete Emma's student registration form.**

Track 1.3

Oxford Language School Student Registration Form	
First Name: *Emma*	Last Name: *Schmidt*
Place of Birth:	Country/Nationality:
Date of Birth:	Age:
Occupation:	Telephone: *07911 123122*
Email:	

GAME TIME

Guess the Country!

- Form groups of five.
- Take a pile of cards from your teacher. Pick a card from the pile in turns and describe the country using the clues on the card.
- Guess the country as quickly as possible to get the highest point for your team.
- The team with the most points wins the game.

1C IN THE HEART OF THE CITY

Listening

a **Look at the diagrams and complete the sentences with the words/phrases below. One is extra.**

on the corner of | between | opposite | next to

1 **A:** Where is the funfair?
B: It is _____ the zoo.

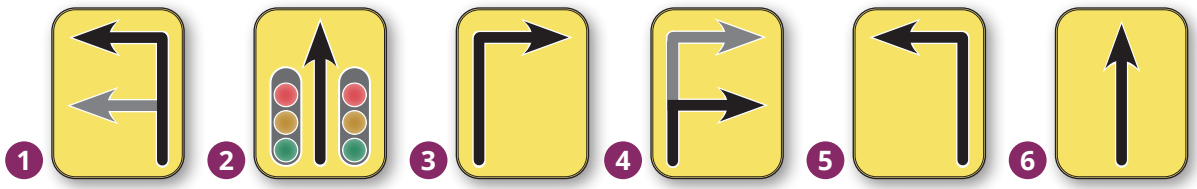
2 **A:** Where is the phone box?
B: It is _____ the café and the park.

3 **A:** Where is the petrol station?
B: It is _____ the bank.

b **Look at the signs below. Write the directions. One is extra.**

Go past the traffic lights. | Go straight on/ahead. | Take the second left.

Turn left. | Go down the street. | Take the first right. | Turn right.



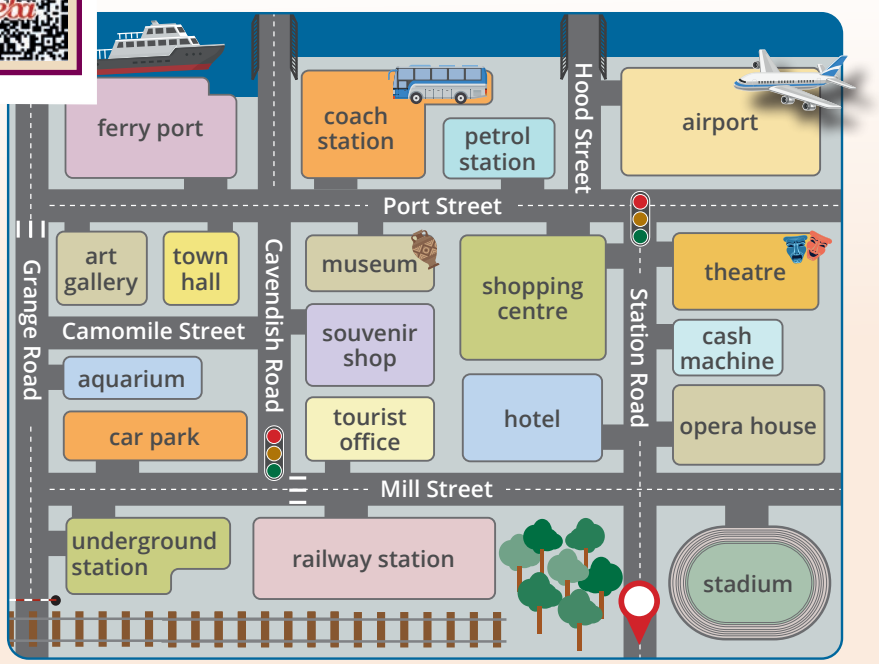
_____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

c **Listen to the directions. Start from the pin icon on the map and follow the directions. Write the destination you have arrived at.**

Track 1.4

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____



Speaking

a **Work in pairs. Talk about the following questions.**

1 How can tourists find their way when they get lost in your city/town?

2 Do you think your city/town is tourist-friendly? Why/Why not?

b **Listen to the following dialogue and practise it in pairs.** Track 1.5

Mila: Excuse me, where is the tourist office?

Seth: It's on Mill Street.

Mila: Sorry, I'm new here. How can I get there?

Seth: Go straight ahead and take the first left onto Mill Street. It is on the right, opposite the railway station.

Mila: OK. Thanks a lot.

Seth: You're welcome.

c **Work in pairs. Use the map in *Listening c* and have similar dialogues as in *Exercise b*.**

Student A
asks for directions to the...

- hotel.
- car park.
- museum.
- stadium.
- theatre.

Student B
asks for directions to the...

- petrol station.
- opera house.
- art gallery.
- shopping centre.
- railway station.

d **Work in pairs. Think about the centre of your own city/town. Choose the town square as the starting point. Then take turns to ask for and give directions to the nearest...**

- bank.
- bus stop.
- café.
- cash machine.
- clothes shop.
- park.
- petrol station.
- school.

Did you know

Top 5 cities where tourists generally get lost are:

- Venice, Italy.
- London, England.
- Tokyo, Japan.
- Varanasi, India.
- İstanbul, Türkiye.

Find the photos of these cities on the Net and compare. What have they got in common? Write a few sentences and share them with your classmates.

1D SO FAR, SO GOOD

Writing

a **Skim the text and circle what it is about.**

1 It is about the autumn season.
2 It is about lunchtime duration.
3 It is about social activities.
4 It is about an exchange student.

New message

To: Aslı Demir
Subject: Need help

Dear Aslı,

I am a student at Marble High School in London. I am fourteen years old and in the 9th grade. Next month, I am coming to your school as an exchange student. I know a lot about your school and city, but I am confused. I will be happy if you answer my questions.

Firstly, I know the season is autumn, and the weather is cold in your city, but people are still wearing T-shirts in the photos on the websites. I will stay there for at least six months, so please tell me what clothes to bring. Secondly, I am interested in drama and music. There are some studies about them on your website. I wonder when I can join them. Are these classes in the school programme? Thirdly, please tell me if lunch is free for the students or not. Can you also tell me the lunchtime duration? Finally, there is not any information about social activities. I want to know the activities you do after school and at weekends. Are there any cinemas, theatres, or other social activities in your city? Thanks for your help.

See you soon,
Stephen

Send

b **Scan the text and write the needed information about Stephen below.**

1 **Age:** _____
2 **City:** _____
3 **Class:** _____
4 **Interest:** _____

c **Work in pairs. Ask and answer questions about Stephen as in the example.**

e.g. A: *Where is Stephen from?*
B: *He is from London.*

d **Read the text again and write the things Stephen wants to know.**

1 _____
2 _____
3 _____
4 _____

e **Work in pairs. Write the topics you want to know before going abroad.**

1 _____ **3** _____
2 _____ **4** _____

f **Imagine you are an exchange student, and your partner is abroad. Email him/her to get the information you need. Use the text in *Exercise a* as a model. In your email, you should...**

- start with a greeting.
- introduce yourself.
- ask questions.
- keep your message short.
- end with a sign-off.

g **Check your partner's email if s/he has used the prompts above.**

Pronunciation

a **Listen and practise the sentences below.** Track 1.6

1 **I'm** fourteen years old.
2 I know **you're** my best friend.
3 **She's** good at English.
4 Look at this photo. **They're** my neighbours.
5 I believe **I've** got the patience to succeed.
6 My friend loves animals. **He's** got a kitten.
7 **We've** got a big gym in our school.

b **Read out the sentences below. Then listen to the audio to check your pronunciation.** Track 1.7

1 **She's** got a driving licence, but she hasn't got a car.
2 My friend and I come from Spain. **We're** in the same class now.
3 The children are in the park now. **They're** so happy.
4 **I've** got lovely flowers for you.
5 **He's** one of my friends.
6 I think **you've** got a brother and a sister.

c **Make sentences as in *Exercise b*. Practise the sentences you have written.**

e- portfolio

Search for your favourite actor/actress, sportsperson, or scientist on the Net. Take notes about his/her personal information, family, or friends. Imagine you are that person and make a video. Talk about yourself in the video. Then present it to your classmates and submit it to your teacher. In your video, you should...

- start with a greeting.
- introduce yourself, acting like you are that person.
- give information about your age, hometown, country, nationality, and job.
- talk about your family members, friends, works, pets, etc.
- end with a bye.

Self-assessment

	Fair	Good	Great
I can understand vocabulary for greetings and conversations in a simple recorded text.			
I can introduce myself and my family members.			
I can ask and answer about my personal belongings.			
I can ask for and give simple directions in simple phrases.			
I can understand familiar names, words, and very basic phrases in emails.			
I can write simple sentences and phrases in an email.			

THEME 2

MY ENVIRONMENT

2A HOME SWEET HOME
2B PUT YOUR TOWN ON THE MAP!
2C UNIQUE HOME TOWNS
2D BEYOND COMPARISON

In this theme, you will be able to...

- talk about the locations of things.
- ask about and describe neighbourhood.
- make comparisons.

2A HOME SWEET HOME

Lead-in

Talk about the following questions with your classmates.

1 Do you live in a city, town, or village? Do you like it? Why/Why not?

2 Can you find all the facilities that you need in your neighbourhood? What are they?

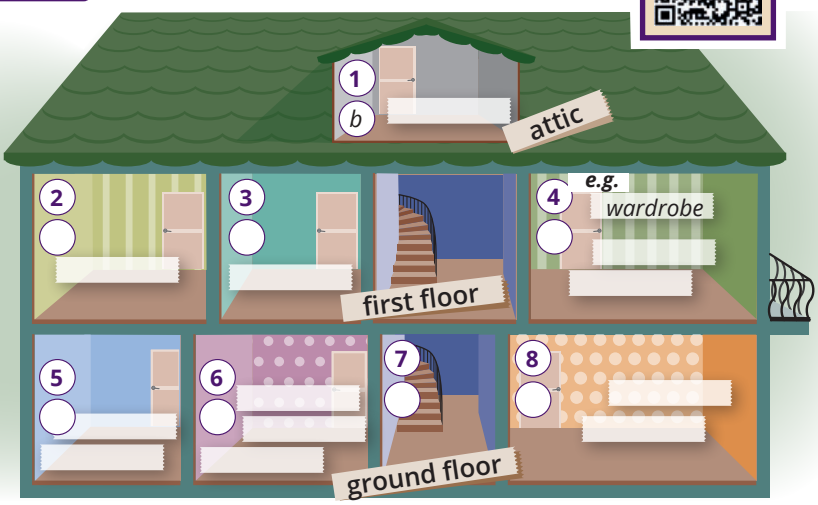
Listening

a **Match the words to the photos on the right. One is extra.**

- ◯ chandelier
- ◯ bath
- ◯ oven
- ◯ cupboard
- ◯ desk
- ◯ wardrobe
- ◯ armchair
- ◯ sofa
- ◯ dishwasher
- ◯ dining table
- ◯ fireplace
- ◯ fridge
- ◯ washing machine
- ◯ chest of drawers

b **Listen to the audio and label the parts of the house with the correct letters (a–h) on the plan below.** Track 2.1

- a living room
- b study
- c kitchen
- d bathroom
- e laundry room
- f bedroom
- g hallway
- h dining room



c **Listen again and put the objects in *Exercise a* into the correct room on the house plan as in the example.**

d **Imagine you want to live a minimalist lifestyle. Work in pairs. Create a list of the things that you need/do not need in your house. Then share your lists with your classmates.**

Speaking

a **Write the correct preposition under each photo. One is extra.**

in | on | behind | in front of | under | near | between

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

b **Work in pairs. Ask and answer questions about the rooms and the objects below as in the example.**

e.g.

Where's the living room? — *It's downstairs next to the kitchen.*

Is there a computer in it? — *No, there isn't.*

Is there a TV? — *Yes, there is.*

Where's it? — *It's on the wall, between the painting and the clock.*

c **Work in pairs. Tell your partner about your house in turns. Give information about the location of the house, the rooms, and the location of the objects.**

Proverb of the Day

Read the dialogue and answer the following question.

Liz: Oh, honey! I'm so glad to be here! Mountain scenery is breathtaking, and the smell of the cool sea breeze is refreshing. I don't want to leave this place. Maybe we can stay here for a few more days.

Ken: Oh no, Liz! I need to go home and get some rest.

Liz: What? We are already on holiday!

Ken: This place is marvellous, but I can only sleep well in my own bed. Well, **there is no place like home.**

What do you think makes a house feel like home? Why?

2B PUT YOUR TOWN ON THE MAP!

Reading

a **Match the photos to the names of the places. One is extra.**

village | city | suburb | town

1 _____

2 _____

3 _____

b **Skim the texts. Match the places in *Exercise a* (1–3) to the people (A–C).**

A ☐ Emma, Germany

Emma here! My age is seventeen, and I live in Frankfurt. It is a big place, and there are high-rise buildings everywhere. We have got lots of shopping centres and also computer, furniture, games, and sports shops. There are also cinemas, theatres, and cafés near the river. My friends and I see interesting performances there; we sometimes have a picnic by the lake. Living here is a lot of fun.

B ☐ Sulejman, Bosnia and Herzegovina

Hello, my name is Sulejman. I am twenty years old, and I live in a very small place. There are thirty houses here, and they are all low-rise buildings. There is a mosque and a school, but there aren't any shops, markets, restaurants, or cafés. Sometimes, village life can be boring, but I like the natural beauty of our village. My family and I generally go for a walk in the forest or climb a mountain.

C ☐ Noah, Scotland

Hi, I am Noah. I am nineteen. I live in a small place, but it is not a village. There are not any cinemas or theatres, but there are four restaurants, two parks, a library, and a market. My favourite is the Indian restaurant near the beach because it has beautiful waterfall scenery. Many tourists visit here because there are very nice campsites by the sea. My town is not very big, but I love it.

c **Scan the texts. Whose home town has the following places? Write Sulejman, Emma, or Noah.**

1 café _____
2 cinema _____
3 park _____
4 theatre _____
5 market _____
6 mosque _____
7 restaurant _____
8 school _____
9 campsite _____
10 furniture shop _____

d **Answer the questions below according to the text.**

1 What does Sulejman like about his village?

_____

2 Where do Sulejman and his family go for a walk?

_____

3 Where do Emma and her friends have a picnic?

_____

4 Why is the Indian restaurant Noah's favourite?

_____

e **Create your dream town. Then describe its buildings, places, and geographical features in groups as in the example. Use the highlighted and underlined words in the texts.**

e.g. *In my dream town, there is a small river, and there are some beautiful cafés.*

f **Work in pairs. Read and practise the dialogue below. Then have similar dialogues using the following place names.**

Jack: Is there a greengrocer's in your neighbourhood?
Sam: Yes, there is one.
Jack: Where is it?
Sam: It's opposite the restaurant.
Jack: Are there any big libraries in your neighbourhood?
Sam: No, there aren't any.
Jack: Are there any cafés?
Sam: Yes, there are three nice cafés in my neighbourhood.

butcher's baker's chemist's
police station post office
grocer's hospital stationer's

GAME TIME

Hello, Neighbour!

- There are two groups in this game.
- Take the questionnaires and town plans from your teacher.
- Group 2 answers the questionnaire, and then moves around and asks questions to Group 1 until they have found a town to live in.
- Group 1 examines the town plans, finds a name for their town, and then answers Group 2's questions.

2C UNIQUE HOME TOWNS

Listening

a **Work in pairs. Talk about your home town. Consider the points below.**

1 The view of your home town
2 The cost of living in your home town
3 The weather in your home town

b **Listen to three different people talking about their cities and match the cities/countries to the photos. One is extra.**

Track 2.2

a Florence/Italy
b Moscow/Russia
c Bali/Indonesia
d Seoul/South Korea

1 _____

2 _____

3 _____

c **Listen to the audio again and complete the table below.**

	Seoul	Bali	Florence
City view			
Dishes			
Weather			

d **Listen again and answer the following questions.**

1 What is expensive in Seoul?
_____
2 How is the weather in Seoul?
_____
3 How is the cost of living in Bali?
_____
4 Which climate has Bali got?
_____
5 What is Florence famous for?
_____
6 Why is life in Florence simple?
_____

e **Talk about which place in *Exercise b* you want to live in. Why?**

Speaking

a **Look at the photos. Which of the words below do you think suit each photo?**

stressful | safe | noisy | peaceful | crowded | relaxing | lively | quiet | green

b **Work in groups. Talk about which place in *Exercise a* is the best for you as in the example.**

e.g. *I love green and quiet places like the Ayder Plateau. People in small towns are not in a rush to catch buses, get to work, or go to school. Living in nature, in my opinion, is always good for our health.*

I love big cities because I can find everything I need there. People are busy with their jobs and doing activities like going to the cinema and concerts. İstanbul is perfect for me.

c **Describe the photos below and make sentences as in the example.**

e.g. *London is busier than Paris.*
London looks more beautiful than Paris.

d **Work in pairs. Compare your city with the cities above.**

Did you know

The largest cities in the world with more than 20 million people are Tokyo, Delhi, Seoul, Shanghai, New York, São Paulo, Mexico City, Cairo, Mumbai, Beijing, and Dhaka. Tokyo is the largest city in the world, with a population of 37 million.

Search for these cities on the Net. Make a note of which country the cities are in and look at their photos. Then compare and write sentences about them. Share them with the class.

2D BEYOND COMPARISON

Writing

a **Skim the texts and write the names of the cities on the brochures.**

Quebec City

Ica

Manaus

a _____ is located in the Brazilian state of Amazonas. It is the seventh largest city in Brazil. It has an area of 101,475 km² and a population of 2,634,085 people. The city is in the middle of the Amazon Rainforest. It has a tropical rainforest climate. The average temperature is around 27°C in a year. There are lots of national parks, waterfalls, and swimming areas.

b _____ is one of the oldest European settlements in North America. It is the eleventh largest city in Canada. It has an area of 3,409 km² and a population of 836,837 people. It has a cold climate. The average temperature is around 9°C in a year. There are many rivers, parks, and forests. There is also a port on the St. Lawrence River.

c _____ is a city in southern Peru. It is the capital city of its district. It has an area of 21,328 km² and a population of 975,200 people. It has a hot and dry climate. The average temperature is around 29°C in a year. The city is surrounded by the desert, and there are places to do sandboarding. There is also an oasis called Huacachina.

b **Complete the missing parts on the chart to compare the cities in *Exercise a*. Use stars to rank.**

(low to high)	Quebec City	Ica	Manaus
Population	★	★★	★★★
Area	_____	★★	_____
Average Temperature	_____	_____	_____

c **Write sentences as in the example to compare the cities above.**

e.g. *Ica is more crowded than Quebec City. Manaus is the most crowded city.*

1 _____

2 _____

3 _____

d **Write a few sentences to describe the city you live in.**

Pronunciation

a **Listen and practise the words below.** Track 2.3

/ɪ/		/iː/	
big	pretty	coffee	please
build	system	people	police
busy	women	piece	these

b **Listen and tick (✔) the sentences you hear.** Track 2.4

1 a ☐ The bean is under the table.
b ☐ The bin is under the table.

2 a ☐ Are there any high heels?
b ☐ Are there any high hills?

3 a ☐ How can she live?
b ☐ How can she leave?

4 a ☐ Have a look at this meal!
b ☐ Have a look at this mill!

5 a ☐ Where is the ship?
b ☐ Where is the sheep?

c **Put the words in the correct column. Then listen and check your answers.** Track 2.5

fifty feet fifteen machine
sit kitchen his fill
Japanese eat it he's

/ɪ/	/iː/

d **Listen to the tongue twisters. Then practise them as fast as you can.** Track 2.6

1 I eat meal in high heels while you feel ill on high hills.

2 Six silly sheep weep and sleep if cheeky little chicks see fish.

e- portfolio

Pick two cities that you want to live in in the future. Search the Net for further information about their population, climate, etc. Prepare e-brochures for both of them. Present the brochures to your classmates. Vote for the best.

Self-assessment

	Fair	Good	Great
I can locate the things as I listen to information about the instructions.			
I can ask about and describe my neighbourhood.			
I can compare people, places, and objects around me.			
I can ask and answer questions about the location of things and places.			
I can read a simple text for specific information about my neighbourhood, city, etc.			
I can describe different environments in simple sentences and phrases.			

THEME 3

MOVIES

3A LEISURE PURSUITS
3B WHAT'S ON?
3C INVITATION ONLY
3D AS I SEE IT

In this theme, you will be able to...

- talk about likes/dislikes, hobbies, and free-time activities.
- express opinions.
- make preferences.
- ask about and tell the time and the date.
- invite and refuse/accept an invitation.

3A LEISURE PURSUITS

Lead-in

Talk about the following questions with your classmates.

1 Do you like watching films at home in your free time? Why/Why not?

2 What kinds of films do you like? Why?

Listening

a **Match the words/phrases to the photos. Four words/phrases are extra.**

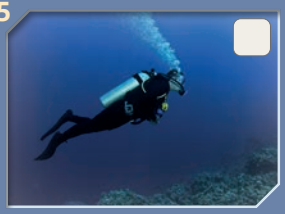
a	doing archery	g	climbing
b	cycling	h	horse riding
c	scuba diving	i	skydiving
d	caving	j	watching films
e	reading books	k	ice skating
f	listening to music	l	collecting stamps

1

2

3

4

5 

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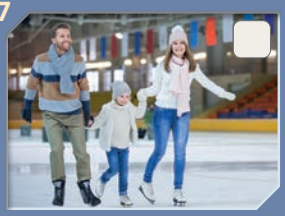
7 

8

b **Listen to the audio and write which hobby or free-time activity each person likes and dislikes.** Track 3.1

		LIKES	DISLIKES
1	Marwa		
2	Ishaan		
3	Audrey		
4	Samuel		
5	Diego		

c **Read the following sentences. Then listen to the audio again and tick (✔) the correct ones.**

Marwa

1 ☐ Marwa's favourite genres are romance, fantasy, and horror.

2 ☐ Marwa prefers indoor activities to outdoor activities.

Ishaan

1 ☐ Ishaan goes to the stables with his parents on Saturdays.

2 ☐ Ishaan thinks collecting stamps is not interesting.

Audrey

1 ☐ Audrey prefers watching films with her brothers online.

2 ☐ Audrey thinks scuba diving is not a dangerous sport.

Samuel

1 ☐ Samuel and his sister are both fond of cycling.

2 ☐ Samuel is not keen on indoor sports.

Diego

1 ☐ Diego practises archery after school.

2 ☐ Diego thinks ice skating is amusing.

d **Make three sentences about your preferences for the activities in *Exercise a* as in the example. Use the words below. Then share them with your classmates.**

amusing | comforting | exciting | interesting | fascinating | relaxing

e.g. *I prefer fishing to gardening because it is enjoyable.*

Speaking

a **Categorize the hobbies and free-time activities below. You can use them more than once.**

pottery | doing puzzles | paintballing | blogging | photography | geocaching | playing chess | picnicking | robotics | playing volleyball | playing bowling

Team/Group	
Individual	
Indoor	
Outdoor	

b **Listen to the audio and complete the following dialogue. Then practise it in pairs.** Track 3.2

Simon: I'm _____ **(1)** climbing because I love outdoor activities.

Sarina: So, do you also _____ **(2)** camping?

Simon: Not much. I _____ **(3)** climbing to camping.

Sarina: Why do you _____ **(4)** so?

Simon: Because sleeping outside is not my thing, and _____ **(5)**, climbing is more exciting than camping. What about you?

Sarina: Well, I quite like cycling with my friends, but I _____ **(6)** listening to music at home to cycling because I'm _____ **(7)** individual activities. And I think it is much more fun.

c **Work in pairs. Choose two activities from *Exercise a*—one you like and one you dislike. Then have a similar dialogue as in *Exercise b*. Use the expressions in the boxes.**

- I (don't) think that...
- In my opinion, ...
- If you ask me, ...
- To me, ...

- I'm (not) crazy about/ interested in/keen on/fond of...
- I (don't) love/like/ enjoy/prefer...
- I quite like...
- I dislike/hate...

d **Ask three classmates of yours about their preferences and take notes. Then find a partner and talk about the people you have interviewed as in the example.**

Name	✔	✗
e.g. *Seda*	*camping and jogging*	*swimming and hiking*
#1		
#2		
#3		

e.g. *Seda prefers camping and jogging to swimming and hiking.*

Idiom of the Day

Read the dialogue and answer the following question.

Emily: I've got no plans for tomorrow. Shall we go to the cinema together?

Elijah: It suits me. Have a particular film in mind?

Emily: Yes, my favourite director's new film is out, and the reviews are very positive. Many people say the plot keeps you **on the edge of your seat**.

Elijah: Well then, let's book our tickets as soon as possible.

What kinds of films keep you on the edge of your seat? Why?

3B WHAT'S ON?

Reading

a **Match the film genres to the tickets. One is extra.**

a action	e animation
b science fiction	f horror
c biopic	g comedy
d drama	h romance

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

7 ☐

b **Read Laura's diary and circle the main idea.**

1 Families should go out to see a film once a week.

2 The most important thing in a film is its plot.

3 Family members usually have different tastes in films.

February, 18
Friday

Today we went to the cinema as a family activity. We love watching films together and talking about the given messages afterwards. Our children are crazy about watching films at the cinema, but Derek and I love watching films at home. We think our living room is more comfortable than the armchairs in the cinema. Our son, Fabio, really likes comedies; he finds them entertaining. I don't mind watching comedies, but sometimes I feel like watching them is a waste of time. Most of them are very dull, but some of them make me laugh. Our daughter, Eva, enjoys animations, and Derek loves action films. He thinks they are breathtaking. We can't stand watching dramas because we think they are heartbreaking.

Films try to say something to the audience. We believe that the message is more important than the plot. We want to make sure that our children are not watching them just for fun or to pass the time.

Fabio and Eva really liked today's film, but Derek and I found it unrealistic.

c **Match the highlighted words in the text to the definitions below. Then make sentences with them.**

1 _____ : not interesting or exciting

2 _____ : funny and enjoyable

3 _____ : the story of a book, film, play, etc.

4 _____ : a group of people who watch or listen to a performance together

5 _____ : very exciting or surprising

6 _____ : not reasonable or not realistic

7 _____ : extremely sad

d **Read the text again and answer the following questions.**

1 What do Laura's family do after watching the films together?

_____

_____

2 Why do Laura and Derek love watching films at home?

_____

_____

3 Why does Laura feel like watching comedies is a waste of time?

_____

_____

4 What does Derek think about action films?

_____

_____

5 What is more important to Laura and Derek than the plot of a film?

_____

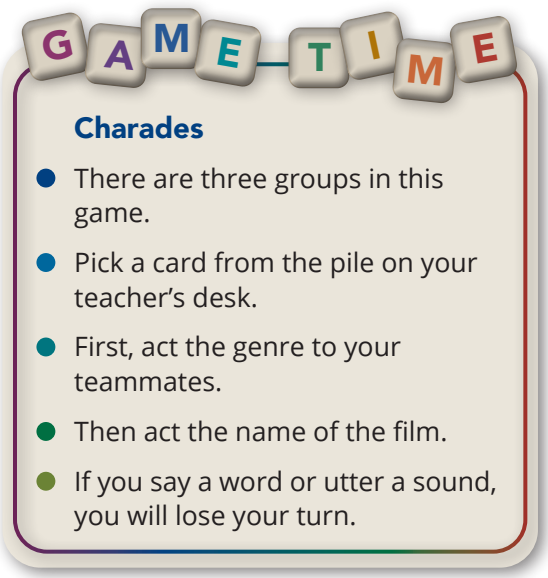
_____

e **Tick (✔) the film genres you like. Then ask your partner the ones s/he likes as in the example.**

e.g. *What types of film do you like?*
Do you like watching horror films?

Film Genres	You	Your Partner
Action		
Science fiction		
Romance		
Drama		
Animation		
Horror		
Comedy		

f **Write a paragraph according to the table in *Exercise e*. Mention the film genres you and your partner like and why you like them.**



3C INVITATION ONLY

Listening

a **Talk about the questions below with your classmates.**

1 How do you invite your friends out? Do you call them or send a text message?

2 Where do you usually go, and what do you do?

b **Anna invites Jasmine to the cinema. Listen and put the conversation in order.** Track 3.3

a ☐ There's a film called *The Ghost of the Castle*.

b ☐ Okay, why don't we see an action film then?

c ☐ How about going to the cinema this evening?

d [1] Do you like watching films, Jasmine?

e ☐ It's a horror film, and they say it's very scary.

f ☐ Well, let's meet at quarter to seven.

g ☐ What type of film is it?

h ☐ Okay, see you at the cinema.

i ☐ Yes, I'm crazy about films. Why?

j ☐ It starts at seven. Shall we meet at six thirty?

k ☐ Good idea! What's on?

l ☐ Ugh! I'm sorry, but I can't. I hate horror films.

m ☐ See you, bye!

n ☐ Oh, that sounds great!

c **Read the dialogue in order. Find and write three more sentences for making invitations and offers as in the example.**

e.g. *How about going to the cinema this evening?*

1 _____

2 _____

3 _____

d **Tick (✔) the hours that are mentioned in the conversation in *Exercise b*.**

e **Work in pairs. Ask and answer questions as in the example for the other two films.**

e.g. A: *When is the drama film?*

B: *It's on January 5th.*

A: *What time does it start?*

B: *It starts at eight thirty p.m.*

Speaking

a **Read the following sentences. Write (A) for accepting and (R) for refusing an invitation.**

e.g. *Yes, I'd love to.* A

1 Sorry, but I can't. _____

2 That sounds great! _____

3 Why not? _____

4 That sounds great, but... _____

5 I'm afraid, I can't. _____

b **Read the dialogue and act it out with your partner. Make similar dialogues with the situations given below.**

Ethan: Do you like going to the cinema?
Lucas: Oh, sure! I love watching films.
Ethan: Are you free this evening?
Lucas: I think so.
Ethan: How about watching a science fiction film?
Lucas: Well, I'm not interested in science fiction films.
Ethan: All right, let's watch an animation then.
Lucas: Okay, I'd love to!
Ethan: Great! See you after school.
Lucas: See you, bye!

1

A
You have got two tickets to a concert on Friday night. Invite B.

B
You have an important exam on Monday, and you want to study at the weekend. Refuse the invitation.

2

A
You are giving a birthday party at 8 p.m. on Sunday. Invite B.

B
You love parties! Accept the invitation.

c **Read the text messages and write yours to invite your best friend to the cinema. Use the information given below.**

Hi, mate! Are you free this weekend?

If yes, how about going to the cinema?

There's a new action film on.

Text me back. Take care.👋🏽

- **tonight**
- **science fiction film**

Did you know

In the US, if someone does not accept an invitation, it is rude to insist. You should not ask for a second time. A direct answer, yes or no, is enough. They also use phrases that sound like invitations, but they are not. For example, "We should meet sometime." or "You will have to visit us sometime."

How is it with your country? Do you keep insisting if someone does not accept your invitation?

Discuss it with your classmates. Give examples.

Writing

a **Work in groups. Talk about the following questions.**

1 Do you think reading reviews before watching a film is useful? Why/Why not?

2 Can a review change your mind about a film you want to see? Why/Why not?

b **Scan the following film reviews and choose the film you want to see. Then work in pairs and talk about why you have chosen it.**

https://filmgoer.blog.net/reviews.html

HOME | FILMS | REVIEWS Wednesday, March 9, 2022 298 Comments

Dangal ★★★★½ 4.5/5

Dangal is a 2016 sports biopic, so it is based on a true story. Mahavir Phogat is a former amateur wrestler from India. He wants his daughters to become the first world-class Indian female wrestlers, but other people think wrestling is not a sport for girls. Mahavir continues to coach her daughters despite others' opinions.

In my opinion, Aamir Khan's portrayal of Mahavir in the film is stunning, and to me, he is the best Bollywood actor. *Dangal* is a must-see film for everyone because it tells us to dream big with its brilliant story, thrilling scenes, and great soundtrack.

Minari ★★★★☆ 4/5

Minari is a 2020 family drama set in the 1980s. A Korean-American family moves from California to Arkansas, and they want to build a sustainable farm there. They grow and sell Korean vegetables and try to live the American dream, but there are many difficulties for the family to solve.

Minari is basically an ordinary story of a family, but it is not cliché-ridden at all. The characters are all different, and the strong relationships between family members are well-portrayed. If you ask me, it is one of the most heart-warming masterpieces in this genre. Do not ever miss this gem!

Free Guy ★★★★½ 4.1/5

Free Guy is a 2021 action comedy. It tells the story of a bank clerk called Guy. One day, he discovers that he is not a real person but a non-player character in the online video game *Free City*. Then he decides to rewrite and become the hero of his own story. For this, he needs to change and save his world before it is too late.

I love the lead actor in the film, Ryan Reynolds. His character is my favourite because he is so funny. I also think that the film is terrific because its story is inspiring. I highly recommend this fast-paced film if you like video games, fun, and adventure.

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c **Think of a film you have seen and write your opinion about it as a film review on a blog. Use the following guidelines and at least three of the highlighted words in *Exercise b*.**

- Mention the film's title, genre, and release date.
- Tell the film's story (without spoilers).
- Share your opinion of the film and the actors. Why (not) watch it?

d **Work in pairs. Read your partner's review and check if s/he has followed the guidelines.**

Pronunciation

a **Listen and practise the words below.** Track 3.4

/t/		/θ/	
event	habit	author	healthy
letter	return	mouth	north
tailor	Tuesday	thriller	Thursday

b **Listen and tick (✔) the sentences you hear.** Track 3.5

1 a ☐ There is a tin roof over the house.
b ☐ There is a thin roof over the house.

2 a ☐ Shall we send them our tanks?
b ☐ Shall we send them our thanks?

3 a ☐ Which one is your team?
b ☐ Which one is your theme?

4 a ☐ The knife is in a thick sheet.
b ☐ The knife is in a thick sheath.

5 a ☐ Is there a tree on the road?
b ☐ Is there a three on the road?

c **Listen to the tongue twisters. Then practise them as fast as you can.** Track 3.6

1 Don't make me wait and don't be late; meet me at the gate at a quarter to eight.

2 Aunt Beth throws the butter bucket towards the bath if Betty Bottle takes a bit of better path.

e-portfolio

Imagine you are the director of a film. Write a summary of the film's story and create its poster by using Web 2.0 tools. Then submit them to your teacher. Present your film in the class. Vote for the best. Before you start, you should...

- decide on the film's genre and make up a story.
- give your film a title, find a photo, and set a release date.
- choose the actors (from famous people or your friends).
- write the names of the director, actors, and soundtrack composers.

Self-assessment

	Fair	Good	Great
I can understand familiar words/phrases about likes/dislikes and hobbies in a recorded text.			
I can talk about my preferences, hobbies, and free-time activities.			
I can act out a dialogue about accepting and refusing an invitation.			
I can ask about and tell the time and the date.			
I can read film reviews on blogs.			
I can write my opinion about a film on a blog.			
I can write short text messages to invite my friends for a film.			

THEME

4

HUMAN IN NATURE

4A HABIT IS SECOND NATURE
4B CALM BEFORE THE STORM
4C NATURE CALLS YOU
4D TAKE CARE OF NATURE

In this theme, you will be able to...

- describe daily routines.
- talk about abilities.
- talk about frequencies of activities.

4A HABIT IS SECOND NATURE

Lead-in

Talk about the following questions with your classmates.

1 How is daily life different in the countryside compared to big cities?

2 Can humans deal with natural disasters? Why/Why not?

Listening

a **Match the daily activities to the photos below. One is extra.**

a do the laundry
b do the dishes
c feed the dog/cat
d do the ironing
e prepare breakfast
f get dressed
g go shopping
h vacuum the floor
i take out the trash

1

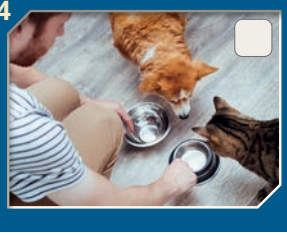
5

2

6

3

7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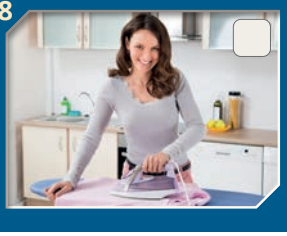
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b **Listen to the audio and answer the following questions.** Track 4.1

1 Why does Suzie have a shower every morning?

_____

2 What does she usually have for breakfast?

_____

3 What pet has she got?

_____

4 How does she go to work?

_____

5 How long does it take her to get to work?

_____

6 What does she do after dinner?

_____

c **Listen again and complete the table as in the example.**

Daily activities	Time (What time/ When...?)	Frequency (How often...?)
have a shower	***e.g.*** *6.45*	*every morning*
do the dishes		
drive to work		
do the shopping	✗	
eat dinner out	✗	
watch TV	*on weekdays*	
call her mum	✗	
meet friends	✗	

d **Work in pairs. Ask and answer questions about Suzie. Use the information in *Exercise c* as in the example.**

e.g. A: *What time does Suzie have a shower?*
B: *She has a shower at 6.45.*
A: *How often does she have a shower?*
B: *She has a shower every morning.*

Speaking

a **Talk about the questions with your classmates.**

1 Do you like being in nature? Why/Why not?

2 What outdoor sports or activities are popular in your country? Why?

b **Write each of the words/phrases in the correct category.**

camping | exercise | hiking | beach volleyball | golf | archery | Pilates | climbing | handball

do	go	play

c **Work in pairs. Act out a dialogue using the schedule below as in the example. Then swap roles.**

A Day at Greenland Summer Camp	
7.30	**Wake Up & Morning Exercise** Pilates (on Monday, Wednesday, and Friday) aerobics (on Tuesday and Thursday)
8.00	**Breakfast Time**
9.00	**Morning Activities: Water Sports** swimming (every day) sailing (on Monday and Thursday) water skiing (on Friday)
12.00	**Lunch Time**
13.45	**Afternoon Activities: Outdoor & Adventure** archery (on Wednesday and Thursday) horse riding (on Tuesday) trekking and cycling (every day)
17.00	**Free Time** (beach volleyball or handball)
18.00	**Dinner Time**
22.00	**Lights Out**

e.g. ***A:*** *What's a typical day at camp like?*
B: *Well, I wake up at 7.30, and then do the morning exercise.*
A: *What kind of exercise do you do?*
B: *I do Pilates or aerobics. It changes every day.*
A: *How often do you do Pilates?*
B: *Three times a week.*

d **Work in pairs. Ask the following questions to your partner and tick (✔) the appropriate box on the survey. Then write a short paragraph about your partner's daily routine.**

How often do you...	Always	Usually	Sometimes	Rarely	Never
1 have a big breakfast?					
2 brush your teeth?					
3 prepare breakfast?					
4 make your bed?					
5 do homework?					
6 do the shopping?					
7 take out the trash?					
8 read books?					
9 watch TV?					
10 meet friends?					
11 play sports?					
12 do outdoor activities?					

Proverb of the Day

Read the dialogue and answer the following question.

Emily: What are you doing, Anthony? Do not tell me that you are eating bread with strawberry jam! The doctor told you to consume less sugar.

Anthony: Well, I love eating sweets for breakfast, honey. You know what they say: **old habits die hard!**

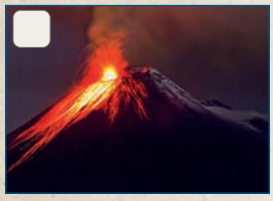
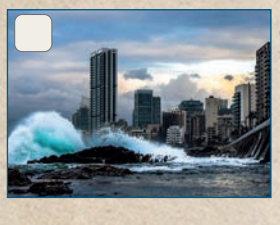
Why do you think old habits die hard? Give examples from your daily life.

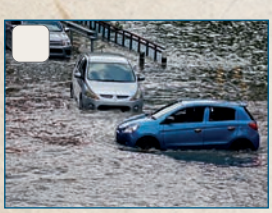
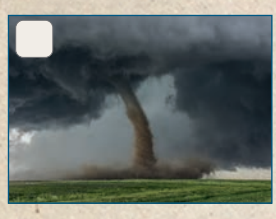
4B CALM BEFORE THE STORM

Reading

a **Match the natural disasters to the photos below. One is extra.**

a wildfire
b hurricane
c drought
d flood
e tsunami
f tornado
g earthquake
h volcanic eruption
i avalanche
j sandstorm
k thunderstorm

b **Skim the news and match them to the following headlines. One is extra.**

A Ways to minimize damage after a disaster
B Hurricanes hit this state every year!
C What is the secret of their success?
D The world is burning!

1

People living in Florida are at risk of hurricanes during the six-month-long Atlantic hurricane season. Every year, between June 1 and November 30, hurricanes hit different areas of the state. They bring some risks like heavy rains, floods, and tornadoes. They can also cause deaths, injuries, and damage to homes, cars, and roads.

2

Heatwaves cause wildfires in many parts of the world, such as North and South America and Africa. Europe is also experiencing record heat in July. Some wildfires continue burning in Greece, the Aegean region of Türkiye, and southern Italy for at least a week. On the Italian island of Sardinia, thousands of people are leaving their homes and villages because of the fires.

3

Earthquakes are one of the most dangerous natural disasters. They happen suddenly and can destroy buildings, bridges, motorways, and many other structures.

Around 2,000 earthquakes happen in Japan every year, but the Japanese know how to handle them. For example, they build stronger and safer buildings, and they know what to do during an earthquake because they start learning about disasters and safety rules at an early age. They also use technology to reduce the effects of disasters.

c **Match the highlighted words in the news to the definitions below. Then make sentences with them.**

1 _____ : harm or injury

2 _____ : to feel or be affected by something

3 _____ : to damage something so badly that it cannot be used

4 _____ : to control or deal with something

5 _____ : a period of unusually hot weather

6 _____ : to affect something or someone in a harmful or damaging way

7 _____ : physical harm to the body of a person or an animal

d **Scan the news and complete the table as in the example.**

	Effects of the Disasters
Hurricanes	***e.g.*** *cause deaths and injuries*
Wildfires	
Earthquakes	

e **Read the news and answer the following questions.**

1 How long does the hurricane season last in Florida?

_____

2 When is the Atlantic hurricane season?

_____

3 What is the main cause of wildfires in many parts of the world?

_____

4 Which month breaks the heat record in Europe?

_____

5 What countries are currently experiencing wildfires?

_____

6 How many earthquakes happen in Japan every year?

_____

7 How do the Japanese handle earthquakes?

_____

f **Work in pairs. Search for news about a natural disaster. Then create a news article as in *Exercise b*.**

GAME TIME

Natural Disasters

- There are two teams in this game.
- Choose a category: "Find the word!" or "Dos and Don'ts".
- Pick a card from the pile on your teacher's desk.
- Read aloud the definition, and find the name of the disaster described on the card or make a sentence for the situation given on the card.
- The team with the most points wins the game.

4C NATURE CALLS YOU

Listening

a **Work in groups. Talk about where you think the people in the photos are and describe each photo.**

1

2

3

4

b **Listen to the audio. Circle the subject of the text.**

Track 4.2

1 People have some problems with life in crowded cities.

2 People want to live an independent life.

3 People do not want to pay electricity and water bills.

4 People have different reasons to live in nature.

c **Listen to the audio again. Tick (✔) the reasons why some people prefer to live in nature.**

They want to...

1 ☐ stay away from modern technology and all other modern lifestyles.

2 ☐ live an independent life without working long hours.

3 ☐ save a lot of money on luxury things.

4 ☐ fulfil their goals like writing a book or learning new things.

5 ☐ stay away from the stressful life in the city.

6 ☐ know how much their beloved ones love them.

7 ☐ be their own bosses to organize their daily lives.

8 ☐ protect nature to get free things from it.

d **Listen again and answer the following questions.**

1 Who especially prefers to live in nature?

_____

2 What kinds of things do people want to stay away from?

_____

3 What can people get for free from nature?

_____

4 What do people say about the sound of nature?

_____

5 Why do people want to be their own bosses?

_____

6 How does this way of life sound?

_____

e **Work in groups. Talk about a film, book, documentary, or the news about people living in nature that you have heard about.**

Speaking

a **Work in pairs. Talk about the questions below.**

1 Would you like to live in a cabin in the woods? Why/Why not?

2 What do you think the best activities are in nature?

BEING IN NATURE

I am Alice. I live in a one-room cabin in the woods with my husband, John, and our dog, Rex. In this tiny cabin, there is a big world for us; we read books, play musical instruments, and write about our experiences.

The outside of the cabin is also marvellous. In our garden, we can grow various fruit and vegetables, but we cannot eat all of them at once. That is why we dry them in summer to eat in winter. We also bury potatoes and onions under the soil in autumn to prevent them from going bad so we can eat them fresh in winter.

There is no public power supply in this area. We can generate electricity with solar panels and wind turbines, but we can use only a small amount of it. For that, we cannot use an oven, iron, or other electrical devices. John usually cooks our meals on a metal stove outside.

There is not any Internet connection or mobile phone reception, so we cannot get in touch with our beloved ones. Actually, this is not a big problem because they come and visit us here every six months. Being in nature and producing our own food and energy makes us feel self-sufficient and independent.

b **Scan the text and write the things Alice and John can and cannot do.**

They can...

1 _____

2 _____

3 _____

They cannot...

1 _____

2 _____

3 _____

c **Work in groups. Ask and answer questions about Alice and John as in the example.**

e.g. A: *Can John cook meals?*
B: *Yes, he can.*
A: *How can they generate electricity?*
B: *They can generate electricity with solar panels and wind turbines.*

d **Imagine you are living an isolated life in nature like the people in *Exercise b*. Talk about what you can do there.**

e **Work in pairs. Ask and answer about what you can and cannot do as in the example.**

e.g. A: *Can you ride a horse?*
B: *Yes, I can./No, I can't.*

Did you know

Recycling one aluminium can saves enough energy to run a TV for three hours.

Calculate how many aluminium cans save enough energy to run a TV for one week. Share your opinions about recycling with the class.

Search for some interesting environmental mathematical data to save energy for our daily lives. Share your research with the class.

4D TAKE CARE OF NATURE

Writing

a **Work in groups. Talk about the questions below.**

1 Why do you think we should appreciate nature?

2 What does Ralph Waldo Emerson mean by the sentence "The earth laughs in flowers."?

b **Read the paragraph below. Write the benefits of nature.**

1 _____

2 _____

3 _____

4 _____

NATURE

Flowers, plants, animals, the sky, mountains, and other natural wonders and beauties bring many benefits to us. Watching the sunset over the sea, seeing the warm colours of autumn, walking in the green parks in spring, and smelling the fresh air help us feel happy. We also feel more peaceful and relaxed in nature, and all the things we need to survive come from this endless self-renewing resource. It freely provides us with the requirements for our survival, such as the air we breathe, the water we drink, and the food we eat. We should just take the time to look more closely at it and appreciate its beauty. The thing we can do for nature is to enjoy it and take care of it as much as possible because it meets the basic needs of life.

c **Read the paragraph again and summarize it to your friends. Use the clues below.**

- Nature has got...
- In nature, we are...
- We should...
- Nature is a(n)...
- Nature freely provides...
- We can...

d **Read the sentences below. Rank them from 1 to 8 in order of importance to you.**

- ☐ Nature meets the basic needs of life.
- ☐ Nature gives a sense of peace and well-being.
- ☐ Nature reduces feelings of stress and anger.
- ☐ Nature boosts creativity.
- ☐ Nature makes us happy.
- ☐ Nature brings wonder, love, and joy.
- ☐ Nature protects us.
- ☐ Nature reduces the impacts of climate change.

e **Write a short paragraph about the sentences you ranked as the top two or three above. In your paragraph, you should...**

1 take the paragraph in *Exercise b* as a model.

2 write a title.

3 start with a topic sentence.

4 support the topic sentence.

5 draw a conclusion.

f **Check your partner's paragraph if s/he has considered the prompts above.**

Pronunciation

a **Listen and practise the sounds and words in the table below.** Track 4.3

/s/	/z/	/ɪz/
laugh**s**	run**s**	watch**es**
stop**s**	bring**s**	change**s**
cook**s**	see**s**	miss**es**
student**s**	meal**s**	box**es**
hat**s**	holiday**s**	dish**es**

b **Read out the words and write them under the correct sound.**

disasters | goes | reduces | walks | writes | says | bosses | helps | catches

/s/	/z/	/ɪz/

c **Listen to the audio and check your answers in *Exercise b*.** Track 4.4

d **Listen to the tongue twisters. Then practise them as fast as you can.** Track 4.5

1. Six slimy snails sailed silently.
2. Zizzi's zippy zipper zips.

e- portfolio

Work in groups of four. Start a campaign in your class to protect nature. Search the Net for the impacts of global warming and climate change on the Earth. Then distribute the tasks among the group members; for example, gathering information, preparing a brochure, writing mottos, preparing a slide show, etc. In your presentation, each group member should...

- start with a greeting/introduce herself/himself.
- explain why you have started this campaign.
- talk about your research and plans about what can be done to protect nature, etc.

Self-assessment

	Fair	Good	Great
I can identify time expressions of daily routines while listening.			
I can talk about my abilities.			
I can talk about my daily activities and the frequencies of those activities.			
I can identify specific information in an article on effects of natural events.			
I can scan reading passages about people to find out different abilities.			
I can write about my friend's daily life and the frequencies of his/her activities.			
I can write a short paragraph about love for nature.			

THEME 5

INSPIRATIONAL PEOPLE

5A YOU LOOK GORGEOUS
5B HANG IN THERE
5C A PEOPLE PERSON
5D DREAMS COME TRUE

In this theme, you will be able to...

- ask about and describe people's appearances and characters.
- compare characteristics and appearances.
- express opinions (agreeing, disagreeing, etc.).
- talk about current activities.

5A YOU LOOK GORGEOUS

Lead-in

Work in groups. Discuss the questions.

1 Do you think people should give importance to their physical appearance? Why/Why not?

2 Do you think the physical appearance of people gives clues about their characters? Why/Why not?

Listening

a **Work in pairs. Match the people to the descriptions below.**

1 ☐ He is quite tall and well built. He is in his thirties.

2 ☐ She is of medium height. She has got long, curly, ginger hair.

3 ☐ She is tall and plump. She has got a round face.

4 ☐ He is middle-aged. He is bald. He is wearing glasses.

5 ☐ She is short and slim. She has got short, fair hair.

6 ☐ He is of medium weight. He has got a moustache and a beard.

b **Listen to the audio and match the names to the descriptions.** Track 5.1

a Sally **b** Steve **c** Isabel **d** Jack **e** Katarina

1 ☐ elegant and in her fifties; has got a round face and hazel eyes

2 ☐ chubby, fashionable, and stylish

3 ☐ medium build; has got a moustache and a beard

4 ☐ average height and slim; has got long, wavy, dyed hair

5 ☐ well-dressed, muscular, and handsome

c **Listen to the audio again and answer the questions.**

1 What does Steve regularly do?

_____

2 How does Isabel look with wrinkles on her face?

_____

3 Why does Jack not cut his moustache and beard?

_____

4 What type of hair has Katarina got?

_____

5 How often does Katarina dye her hair?

_____

d **Work in pairs. Read the dialogue below and act it out.**

Kathy: Who is your inspirational character?
Theo: Basketball player Stephen Curry.
Kathy: What does he look like?
Theo: He's well built, handsome, and charismatic. He's got short light brown hair and green eyes.
Kathy: How old is he?
Theo: I think he's 34 years old. He looks much younger than his age.
Kathy: How tall is he?
Theo: He's quite tall. I'm not sure, but he's around 190 cm.

e **Make a similar dialogue as in *Exercise d* with your partner.**

Speaking

a **Match the categories below to the correct group of words. One is extra.**

Clothes | Sports outfit | Accessories | Footwear

1 _____ : necklace, bracelet, gloves, headscarf, earrings, belt

2 _____ : sandals, boots, sneakers, slippers, high heels, socks

3 _____ : dress, suit, blouse, skirt, trousers, sweater

b **Work in pairs. Make a similar dialogue as below and act it out.**

Jack: What do you usually wear?
Nora: I prefer wearing loose clothes; a large sweater, a pair of canvas sneakers, and loose trousers.
Jack: I think you like vintage-style clothes.
Nora: No, not exactly vintage. I like comfortable clothing.

c **Look at the people at the awards ceremony. Describe their physical appearances and clothes as in the example.**

e.g. *Emma Watson is very beautiful with her long brunette hair. She is wearing high heels.*

Emma Watson

Denzel Washington

d **Work in groups. Talk about what people usually wear for the occasions below.**

- Wedding ceremony
- Graduation ceremony
- Birthday party
- Picnic

e **Look at the photos below. Talk about what the people in each photo are doing as in the examples.**

A

e.g. *The man in the blue jeans is playing the accordion.*

B

e.g. *The child in the yellow T-shirt is singing a song.*

f **Work in groups. Ask and answer questions about what is happening in the class now.**

Idiom of the Day

Read the dialogue and answer the following question.

Sienna: Hi, what time are we meeting today?
Elsie: Sorry, but I don't want to go out today.
Sienna: Is there something wrong?
Elsie: Yes, I've got a new haircut, and I'm not pleased with it.
Sienna: I'm sure you're wrong. Send me your photo, please.
Elsie: Okay, but be honest with me.
Sienna: Wow, **you look like a million dollars**. You look gorgeous.

Who usually looks like a million dollars around you? Describe him/her.

5B HANG IN THERE

Reading

a **Discuss the following questions with your classmates.**

1 What do you think makes a person inspiring?

2 Who inspires you the most? Why?

b **Skim the text and circle what it is about.**

1 It is about hard-working people.

2 It is about the obstacles people face.

3 It is about people's dreams.

4 It is about inspirational people.

Successful Characters

We all love to pursue someone inspiring because their words or actions make us think about our own lives. In particular, when we feel burnt out or on the edge of giving up, their words and actions inspire us. These people's challenging lives and great achievements light a spark inside us; we feel the power in our hearts and feel strong enough to take action.

This person could be a family member, a good friend, or a good person around us. On the other hand, there are a lot of inspirational people with amazing success stories around the world. Most of us think that these people usually come from modest, middle-class, or poor backgrounds, but in fact, they come from all walks of life. We also know them for their inspiring achievements and their comfortable lives, but in fact, they usually face big challenges and obstacles in real life to be successful.

All of these inspirational people have a dream or a goal, and they always try to achieve their dreams and goals. Although something in their lives seems impossible, unrealistic, or far away, they just focus on fulfilling it. In other words, they never give up, and they just move forward despite difficult times and situations.

Maybe most of us have the feeling that we cannot be the next inspirational person, but how very wrong we are! If we follow the lessons that inspirational people teach us, we can realize that we have a chance to make our dreams come true.

c **Scan the text and write the words that complete the words/phrases below. Then make sentences with them.**

1 _____ success stories

2 _____ backgrounds

3 _____ challenges or obstacles

4 _____ times and situations

5 _____ inspirational person

d **Match the highlighted words in the text to the definitions. Then make sentences with them.**

1 _____ : not talking much about your own abilities or possessions

2 _____ : to understand or become aware of something

3 _____ : feeling very tired both physically and emotionally, and need to have a rest

4 _____ : providing exciting new ideas

5 _____ : to try to achieve or get something

6 _____ : a small flash of light

7 _____ : a situation or an event that makes it difficult to achieve something

e **Answer the following questions according to the text.**

1 Why do we love to pursue someone inspiring?

_____

_____

2 What helps us to feel stronger to take action?

_____

_____

3 Where do inspirational people come from?

_____

_____

4 What do they usually face in real life?

_____

_____

5 What do they do despite facing difficult times and situations?

_____

_____

6 What can we realize if we follow the lessons that they teach us?

_____

_____

f **Read the text again and summarize it to your friends. Use the clues below.**

- Inspirational people help us... because...
- We feel the power..., so...
- They always try to..., and...
- We think we cannot..., but...

g **Work in pairs. Talk about the people you like. Consider the points below.**

1 The reasons why you get inspired by him/her

2 The success stories of his/her

3 The backgrounds s/he comes from

4 The challenges or obstacles s/he faces

5 The topics that you usually get inspiration from

Guess Who

- Take the worksheet from your teacher.
- Work in pairs and think of one of the people on the worksheet.
- Do not say who you are thinking of.
- Ask and answer questions to find out that secret person.
- Each correct guess is worth one point.
- The student with the most points at the end is the winner.

5C A PEOPLE PERSON

Listening

a **Work in pairs. Describe the people below and talk about the characteristics you think they might have.**

Penélope Cruz
Spanish actress

Mohamed Salah
Egyptian footballer

Marie Curie
Polish-born French physicist

Ed Sheeran
British singer and songwriter

b **Listen to the audio. Circle which of the questions below is answered.** Track 5.2

1 Why do inspiring people pursue their dreams?
2 What are the character traits of inspiring people?
3 How do inspiring people live in their comfort zone?
4 What are the physical appearances of inspiring people?

c **Listen to the audio again and tick (✔) the characteristics of inspiring people.**

1 ☐ They have a lot of money, so they feel comfortable.
2 ☐ They are courageous, so they can leave their comfort zone.
3 ☐ They know they can get everything on the first try.
4 ☐ They have deep empathy for others.
5 ☐ They usually donate to a charity.
6 ☐ They think everything they do is important.
7 ☐ They want to make a difference.
8 ☐ They want to make the world a better place.

d **Listen again and answer the following questions.**

1 What are inspirational people not afraid of?

_____

2 What is not an option for them?

_____

3 What is the third trait they have?

_____

4 To whom do they usually offer help?

_____

5 What do they have to make a difference?

_____

6 How do they touch the lives of others?

_____

e **Think of a well-known person and talk about his/her characteristics. Consider the questions below.**

- Who is s/he? What is his/her job?
- What achievements does that person have?
- What are the most important characteristics of that person? What is s/he like?
- How do you think that person inspires people?

Speaking

a **Work in pairs. Talk about people you know who can match each word below. Give reasons.**

cheerful reliable generous helpful
stubborn shy serious outgoing
nervous ambitious honest kind
modest enthusiastic confident

b **Look at the situations below. Talk about what characteristics you think they have.**

1

My friend, Jenny, looks very serious and moody. In fact, she is different from how she looks. She is one of the most cheerful people I know. She likes working for aid organizations and launching campaigns to protect animals and the environment.

2

Ali is studying very hard; he says he has a lot of goals to achieve. He is the same age as me, but he levelled up last year, so he is in a higher class now. He is a genius. I believe in him; he never gives up on his dreams.

3

Mary works with children for a volunteer project. She is normally very serious, but she becomes the funniest girl when she is with children. She loves starting campaigns to draw people's attention to children's rights.

4

Santos is an ambitious guy, and he is studying hard for his dreams. He believes he can make a difference in people's lives, so he wants to be a scientist. He knows some obstacles and failures are normal in his life, and he pursues his dreams.

c **Compare the people in *Exercise b* as in the example.**

e.g. *Jenny is as helpful as Mary.*

Mary is different from Jenny. She is serious, but Jenny is cheerful.

Ali is similar to Santos. They both like studying hard.

d **Work in groups. Compare the appearance and personality characteristics of inspiring people you like as in the example. Use the phrases below.**

e.g.

My inspiring character is Penélope Cruz. She's much more beautiful than many actresses. She's talented, cheerful, and full of energy. She's also sensitive to people in need, so she's joining aid organizations.

I totally disagree with you. She's not as beautiful as many actresses, and she looks very serious. My favourite actress is Emma Watson. She is the most talented actress.

Agreeing
- You're absolutely right.
- Absolutely./Exactly.
- That's exactly what I think.
- I totally agree with you.

Disagreeing
- I don't agree with you.
- I totally disagree.
- Absolutely not.
- I don't think so.

e **Write a text about the inspirational people you have talked about in *Exercise d*. In your text, you should...**

- compare the appearance and personality characteristics of people you like and the ones your friend likes.
- give your opinion about them.

Did you know

The following people struggled to achieve equal rights for their people. They are still an inspiration to those who work for justice today.

Mahatma Gandhi
Nelson Mandela
Martin Luther King Jr.

Search the Net for their achievements. Then discuss the characteristics they have with the class.

How do you think people should show justice and fairness in their daily lives? Share your opinion with the class.

Writing

a **Discuss the questions with your classmates.**

1 What do you usually want to know about the inspirational people you like?

2 Do you think the achievements of people you like affect you?

b **Scan the text and write the required information below.**

Age: _____ Characteristic traits: _____

Job: _____ Physical appearance: _____

To me, Karsu Dönmez is one of the most talented singers, pianists, and composers. She is a 32-year-old Turkish-Dutch singer from Amsterdam. She has got long, wavy, brown hair and is a young, talented, and gorgeous woman. I can say that she is more modest about her achievements and respectful of her audience than many celebrities. She says she is working very hard to give her audiences a much better musical performance than the previous ones. She can speak a few languages very well. She is always on tour; she performs in many countries around the world and introduces Türkiye and Turkish culture at her concerts. She also gives a lot of concerts to help refugees.

c **Work in pairs. Ask and answer questions about Karsu Dönmez as in the example.**

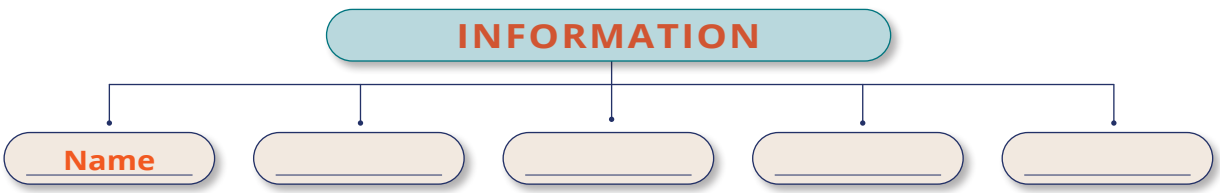
e.g. A: *What does Karsu Dönmez do?*

B: *She's a singer, pianist, and composer.*

A: *How old is she?*

B: *She's 32 years old.*

d **Work in groups. Think about what information you need to describe someone. Then complete the chart.**



e **Write a text to describe a Turkish person who inspires you the most. Use the information you have written in *Exercise d*.**

f **Check your partner's text to see if s/he has considered the needed information to describe someone.**

Pronunciation

a **Listen and practise the words below. Pay attention to the /ŋ/ sound.** Track 5.3

easy-going	strong	doing
England	interesting	thanks
going	boring	walking
sink	feeling	bringing

b **Listen to the audio and underline the words you hear as the /ŋ/ sound.** Track 5.4

1 I'm thinking of something different for that.
2 This year, she's planning to go to England.
3 We usually work with young and strong people.
4 Everything seems exciting here.
5 In this building, there are many shopping stores.
6 Her son is singing a song in the kitchen.
7 They're joining the meeting in a few minutes.

c **Listen to the tongue twisters. Then practise them as fast as you can.** Track 5.5

1 The ringing, swinging, singing singers sang winning songs.
2 Wings are things with wings that sing.

e-portfolio

Search for an inspirational person who speaks English on the Net. Write down one or two-minute speech scripts. Then practise the speech many times and try to imitate that person. Create a video and imagine yourself as that person. Then present it to your classmates and submit it to your teacher. In your video, you should...

- start with a greeting/introduce yourself, pretending to be that person.
- imitate the sound, intonation, and pronunciation of the words and sentences in speech.
- give your speech.

Self-assessment

	Fair	Good	Great
I can identify the descriptions of people's appearances while listening.			
I can compare the characteristics of different well-known people by expressing my opinions.			
I can describe current actions in pictures.			
I can read a text for specific information.			
I can guess the meanings of unknown words from the contexts.			
I can write a text comparing the characteristics of people by giving my opinions.			
I can write a text describing my inspirational character.			

THEME 6

BRIDGING CULTURES

6A LAST CALL
6B DIFFERENT PLACES, DIFFERENT MANNERS
6C LET'S EAT OUT!
6D HIT THE ROAD!

In this theme, you will be able to...

- ask about and describe cities.
- identify cultural differences.
- talk about travel and tourism.
- order food.

6A LAST CALL

Lead-in

Talk about the questions below with your classmates.

1 Which means of public transport do you like to travel by? Why?

2 Which cities in the world or in your country would you like to see? Why?

Listening

a **Match the words/phrases below to the icons on the airport signboard. One is extra.**

a Passport control
b Departures
c Baggage claim
d Check-in
e Duty-free shop
f Arrivals
g Gates
h Telephone

1 _____

2 _____

Café

Toilets

Transfer

3 _____

4 _____

5 _____

6 _____

7 _____

Exchange

Information

b **Listen to the announcements at the airport and complete the missing information.**

Track 6.1

Announcement 1

1 It is calling passengers to the counters for _____.

2 The passengers are travelling to _____.

Announcement 2

3 It is calling two passengers for the _____ immediately.

Announcement 3

4 The passengers are travelling to _____.

5 The boarding is at _____.

c **Work in pairs. Look at the departure board and make announcements as in the example.**

Departures

TIME	DESTINATION	FLIGHT	GATE	REMARK
09:45	BARCELONA	A4405	D17	ON TIME
09:57	NEW YORK	A1873	D08	ON TIME
10:03	DUBAI	A2960	C05	BOARDING
10:09	SHANGHAI	B0334	D14	DELAYED
10:25	LONDON	C1503	F04	BOARDING
10:44	TOKYO	C5702	G11	ON TIME
10:59	SAO PAULO	D2013	G02	DELAYED

Attention, passengers on flight number A4405 to Barcelona! Gate D17 is open. Please proceed to the check-in counter and the passport control. Thank you.

Attention, please! This is the final boarding call for passengers on flight number A2960 to Dubai. Please proceed to Gate C05 immediately. Thank you.

Attention, all passengers on flight number B0334 to Shanghai! There is a departure delay. Please check the departure board. Thank you for your patience.

Speaking

a **Read the dialogue and complete the missing parts with the expressions below.**

a One-way, please.
b How can I help you?
c How much is the ticket?
d Here you are.
e Where are you travelling to?

Martha: Hello, welcome to Flyback Airlines. _____ **(1)**
Sorin: Hi, I want to buy a plane ticket for next Saturday.
Martha: _____ **(2)**
Sorin: To Mexico City.
Martha: Sure. One-way or return ticket, sir?
Sorin: _____ **(3)**
Martha: Which class would you like to fly? Business or economy?
Sorin: Economy, and I want a window seat, please.
Martha: Of course, what's your name, sir?
Sorin: Sorin Radu. _____ **(4)**
Martha: From Bucharest to Mexico City, a one-way ticket on Saturday costs $460, Mr Radu.
Sorin: Cool. I'll pay cash. _____ **(5)**
Martha: Here's your ticket, sir. Thank you for choosing Flyback Airlines.
Sorin: Thank you, bye.

b **Work in pairs. Prepare a similar dialogue as in *Exercise a*. Use the information on the cards below. Then act it out.**

Student A	Student B
Name and Surname: (Your name and surname)	**Name and Surname:** (Your name and surname)
Destination: From Oslo to Dubai (one-way)	**Destination:** From Baku to İstanbul (one-way)
Date of Travel: March 29th	**Date of Travel:** June 1st
Class: Business	**Class:** Economy
Seat: Aisle	**Seat:** Window
Cost: $319	**Cost:** $194

c **Imagine you are in a hotel with your parents. Write a short message to leave at the reception for them as in the example. Use the information below.**

e.g.

Hi, Dad! Hi, Mum!
You're sleeping right now, and I don't want to wake you up.
I'm going swimming. You can find me at the beach.
I'll be back for lunch.
Alicia

- Your parents are at the beach.
- You are going out to meet a friend.
- You will be back before dinner.

_____
_____
_____
_____

Proverb of the Day

Read the dialogue below and answer the following question.

Adam: How's your trip going, Greg?
Greg: So far, so good, but I'm in trouble with Japanese eating habits.
Adam: What do you mean?
Greg: Well, it's rude in here if you don't eat loudly.
Adam: Wow, that's weird. It's the opposite in Europe.
Greg: Yes, but you know what they say: **When in Rome, do as the Romans do.**
Adam: Ha-ha! You're right.

Do you think people should follow the traditions of the places they visit? Why/Why not?

6B DIFFERENT PLACES, DIFFERENT MANNERS

Reading

a **Read the phrases below and tick (✔) the good table manners in your country.**

1 ☐ taking one small bite
2 ☐ chewing with your mouth closed
3 ☐ putting a napkin in your shirt
4 ☐ talking with your mouth full
5 ☐ making noise while eating
6 ☐ washing your hands before eating

b **Read the text and circle its main point.**

1 Dining etiquette is less important in some countries.
2 In some cultures, table manners are not so important.
3 Every country has its own unique table manners.

Dining Etiquette: A Guide to Table Manners around the World

There are some widely-accepted (1) table manners in many parts of the world, but every country has their own traditional manners. Travelling is a great way to learn about these traditions and customs and to put them into practice as much as possible. Remember the following tips when you visit a new country:

India

✓ Wait for your host to show you where to sit and wait for the oldest person to eat first.
✓ Refuse your host's offer of food or drink a couple of times before accepting it.

✗ Do not leave the table until the host or the eldest person at the table finishes eating.
✗ Do not eat too slowly or too quickly; eat at a medium pace.
✗ Do not leave anything on your plate because this is a compliment **(2)** and it means you like the food.

The UK

✓ Raise your hand to summon **(3)** a waiter; you should not wave or shout.
✓ Chew and swallow all the food in your mouth before taking another bite.

✗ Do not break bread with your knife; do it with your fingers.
✗ Do not reach across the table; ask somebody to pass you something if it is not in front of you.

Egypt

✓ Leave some food on your plate to show your host's generosity **(4)** and that you are full.
✓ Put your right hand over your heart when you decline something your host offers.

✗ Do not ask for salt or pepper if there is none on the table.
✗ Do not refill your own glass; wait for someone else to do it.
✗ Do not look at someone else's food for any reason.

Mexico

- ✓ Leave some food on your plate; Mexicans think it is rude **(5)** to finish all the food.
- ✓ Keep your hands above the table; do not let them rest on your lap.
- ✗ Do not arrive on time for meals; being 30 minutes late is good enough and expected.
- ✗ Do not start eating until everyone gets their servings; it is also customary **(6)** to wait until your host takes the first bite.

China

- ✓ Dress smartly to show respect for others and always arrive on time.
- ✓ Leave soon after the meal ends; fruit service signals the end of the meal.
- ✗ Do not finish all your food; this means you have more than enough to eat.
- ✗ Do not make any noise when eating, but you can burp to show that you think the meal is tasty **(7)** and well-cooked.

c Read the text again and choose the correct meaning of the highlighted words.

1 **A** belonging to a certain place
B agreed by most people to be correct
C for a small group of people only

2 **A** something you say about someone's faults
B a comment or action that hurts one's feelings
C something nice that you say about someone

3 **A** not to give attention to someone
B to let a person leave somewhere
C to order someone to come to a place

4 **A** willingness to give or to share
B a feeling of anger towards someone
C the wish to have more of something

5 **A** behaving in a way that shows respect
B having bad or poor manners
C friendly and good to other people

6 **A** consisting of different things
B not too big or difficult to deal with
C usual in a specific society or situation

7 **A** good to eat
B very strange
C unpleasant

d Work in pairs. Talk about the following questions and use at least three of the highlighted words in the text.

1 Which table manners listed in the text seem strange to you? Why?

2 Why do you think countries have table manners? What table manners are unique to your country?

e Think of the places you have visited, heard, or read about on the Net. Take notes on the table about the cultural differences there.

Body Language	
Dress	
Food	
Manners and Customs	

f Work in groups. Talk about the cultural differences in the places you have visited. Use the notes you have taken in *Exercise e.*

Dining Etiquette Card Game

- Take the cards and shuffle them. Then place them face down on the desk as a pack.
- Pick a card in turns and say one of the dining dos/don'ts of the country. If you say something correct, keep the card; if not, put it back face down under the pack.
- The one with the most cards at the end of the game is the winner.

6C LET'S EAT OUT!

Listening

a **Match the phrases to the photos. One is extra.**

a	having a meal	d	ordering a meal
b	paying the bill	e	serving a meal
c	complaining about the meal	f	looking at the menu

1

2

3

4

5

b **Listen to the audio and number the sentences in the order you hear. Then write Waiter (W) or Customers (C) for each sentence.**

Track 6.2

1	Could we have the menu, please?	C
	Can I have fish soup?	
	I'll be back with your orders shortly.	
	That's all for now.	
	Would you like a drink, sir?	
	Are you ready to order?	
	I'd like a piece of chocolate cake.	
	Can I get you anything else?	
	I'd like vegetable soup.	
	Do you want me to bring it with the meal?	
	I'm sorry, but the fish soup is finished.	
	Can we get the bill, please?	
	Anything to drink?	

c **Listen to the audio again and circle the correct words or phrases.**

1 The customers want a table for **two / three** people.

2 The woman orders **fish / vegetable** soup and grilled chicken.

3 She also orders a glass of iced **tea / coffee**.

4 The man eats **fish / pumpkin** soup and macaroni salad.

5 He would like to have chocolate cake **with / after** the meal.

6 The customers pay the bill **in cash / by card**.

7 They give the waiter more than **fifty-six / sixty** euros.

d **Imagine you own a restaurant and make a presentation of it to your classmates. Consider the questions below.**

- What is the name and address of the restaurant?
- What type of food do you serve there?
- What are the working days and hours?

Speaking

a **Work in groups. Talk about the following questions.**

1 What types of food do you like eating? Do you prefer having home-made food or eating out?

2 What do you think is the most important thing about a restaurant or a café?

b **Listen to the following dialogue and practise it in pairs.** Track 6.3

Waitress: May I take your order?
Customer: Yes, please. I'd like onion soup and grilled halloumi, please.
Waitress: All right. Would you like a main dish or a pizza?
Customer: Can I have a Hawaiian pizza, please?
Waitress: Sure. Would you like anything to drink?
Customer: Well, I'd like blackberry lemonade with vanilla cake after the meal.
Waitress: Of course. I'll be back with your orders shortly.
Customer: Thank you so much.

c **Work in pairs. Use the role cards and the menu to make similar dialogues as in *Exercise b*. One of you is the customer, and the other is the waiter/waitress. Then swap roles.**

Student A

You are allergic to seafood and lemons, and you do not prefer sugary drinks. You have 48 euros; order food within your budget.

Student B

You do not prefer eating red and white meat, and you do not like caramel and chocolate. You have 45 euros; order food within your budget.

MENU

SOUPS	
Baked Potato Soup	€3.25
Lentil Soup	€3.75
Mushroom Soup	€3.95
Tomato Soup	€4.25

MAIN DISHES	
Veggie Stuffed Peppers	€10.95
Grilled Chicken Breast	€13.75
Herb-grilled Salmon	€16.25
Hawaiian BBQ Beef	€18.50

SALADS	
Green Salad	€8.25
Couscous Salad	€8.75
Tuna Salad	€9.25
Chicken Caesar Salad	€10.50

DESSERTS	
Caramel Apple Pie	€3.75
Chocolate Muffins	€3.95
Cinnamon & Carrot Cake	€4.50
Lemon Cheesecake	€6.75

PIZZA	
Vegetarian Dream	€10.25
Chilli Anchovy	€12.75
Chicken Supreme	€14.95
Beef Deluxe	€16.50

DRINKS	
Iced Tea	€1.50
Fruit Juice	€1.75
Home-made Lemonade	€2.00
Sparkling Water	€2.95

Did you know

Customers in Japan do not tip waiters/waitresses because tipping is not part of their culture and a tip can upset or confuse them.

Is tipping customary where you live? If so, how much do people usually tip? Share your opinions about tipping with the class.

Search the Net to learn about tipping etiquette in two different countries. Then share what you have learnt with your classmates in a few sentences.

6D HIT THE ROAD!

Writing

a **Answer the following questions with your classmates.**

1 Why do you think some cities are more famous than others?

2 Which famous cities do you want to see? Why?

b **Scan the texts and complete the missing parts of the sentences.**

1 You can see _____ dancers in the streets all day in Madrid.

2 The Spanish omelette, _____, is a very famous food in Madrid.

3 Rome lies on seven hills like _____.

4 The oldest architectural structure in Rome is the _____.

Madrid, Spain

Madrid is the capital and largest city of Spain. It has got many museums, palaces, art galleries, and architectural structures that are the symbols of Spanish culture. The most famous one is Plaza Mayor, a huge square built in 1619 as a marketplace.

The city is so alive and dynamic; you can see flamenco performances in the streets until late night. Spanish cuisine also makes you feel hungry most of the time. *Tortilla de Patata*, known as the Spanish omelette, is one of the most famous dishes in the city.

Rome, Italy

Rome is the capital city of Italy, and just like İstanbul, it lies on seven hills. The Colosseum, the most famous historical building in Rome, stands on one of these hills. The city has a unique Baroque architecture; one of these structures, the Pantheon, is the oldest of all Roman structures.

Italian cuisine is also very rich. The most famous dishes are pasta and pizza. I advise you to eat the best pizza and pasta that you can taste in your life.

c **Read the texts and answer the following questions.**

1 What are the symbols of Spanish culture in Madrid?

_____

2 What makes Madrid so alive and dynamic?

_____

3 What is the most famous historical building in Rome?

_____

4 What are the most famous dishes in Rome?

_____

d **Read Jan's paragraph about the city she would like to visit and underline the sentences expressing reason.**

I really want to visit İstanbul one day because I believe that it is one of the most beautiful cities in the world. I would love to see the Bosporus and the Princes' Islands. I love seeing historical places, so Hagia Sofia Grand Mosque and the Blue Mosque are at the top of my list. I also want to try Turkish cuisine, especially Ottoman food. I'm also planning to shop in the Grand Bazaar because I want to buy some souvenirs.
I hope I can visit İstanbul very soon.

e **Write a similar paragraph as in *Exercise d*. Express your reasons.**

f **Work in pairs. Share your paragraph with your partner and talk about the cities you would like to visit. Give reasons.**

Pronunciation

a **Listen and practise the words below.** Track 6.4

/v/	/w/
very	work
vase	way
have	winter
move	awake
river	towards

b **Put the words in the correct column. Then listen and check your answers.** Track 6.5

save | warm | drive | flower | towel | live | visit | sweet

/v/	/w/

c **Listen to the tongue twisters. Then practise them as fast as you can.** Track 6.6

1 Whales wear wool sweater.

2 Wendy will drive a van.

d **Work in pairs. Practise the dialogue. Pay attention to the sounds in bold.**

Aisha: Do you **w**ant to go on a holiday next **w**eek?
Marie: **W**hy next **w**eek? **W**hy not this week?
Aisha: I'm **w**orking this **w**eek.
Marie: **W**ell, OK. **W**here are **w**e going?
Aisha: To a **v**ery nice hotel in **W**est **V**irginia.
Marie: Sounds good. I ha**v**e a **v**an; I can dri**v**e.

e- portfolio

Make a collage of photos of the places you want to see by using Web 2.0 tools and create your own must-see city poster. Name it and describe it in a few sentences. Present your city to your classmates. Then vote for the top five cities to visit.

Self-assessment

	Fair	Good	Great
I can understand public announcements at the airport.			
I can order food at a restaurant/café.			
I can talk about travelling.			
I can talk about the places I have visited.			
I can get the main points of the informative texts.			
I can write a short message to leave at the reception desk.			
I can write sentences about the city that I would like to visit indicating reasons.			

THEME 7

WORLD HERITAGE

7A OUR LEGACY FROM THE PAST
7B ONCE UPON A TIME
7C A BLAST FROM THE PAST
7D TRAVEL BROADENS THE MIND

In this theme, you will be able to...

- talk about past events.
- make inquiries.
- ask and answer questions in an interview.

7A OUR LEGACY FROM THE PAST

Lead-in

Talk about the following questions with your classmates.

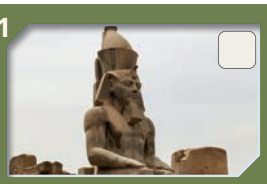
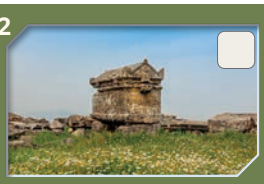
1 What comes to your mind when you hear "cultural heritage"?

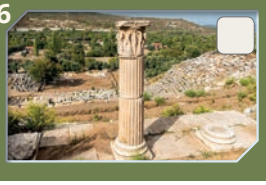
2 Is there a civilization or a culture you are particularly interested in? Why?

Listening

a Match the words to the photos. One is extra.

a caravan
b castle
c monument
d statue
e temple
f column
g tomb



b Listen to the audio and circle the correct option. Track 7.1

1 Homer Taylor is an ____.
- A anthropologist
- B archaeologist

2 Chichen-Itza is famous for ____.
- A its aesthetic beauty
- B the monuments there

3 ____ is an ancient caravan city.
- A Petra
- B Chichen-Itza

4 Sansa has ____.
- A multipurpose religious facilities
- B excellent tombs and temples

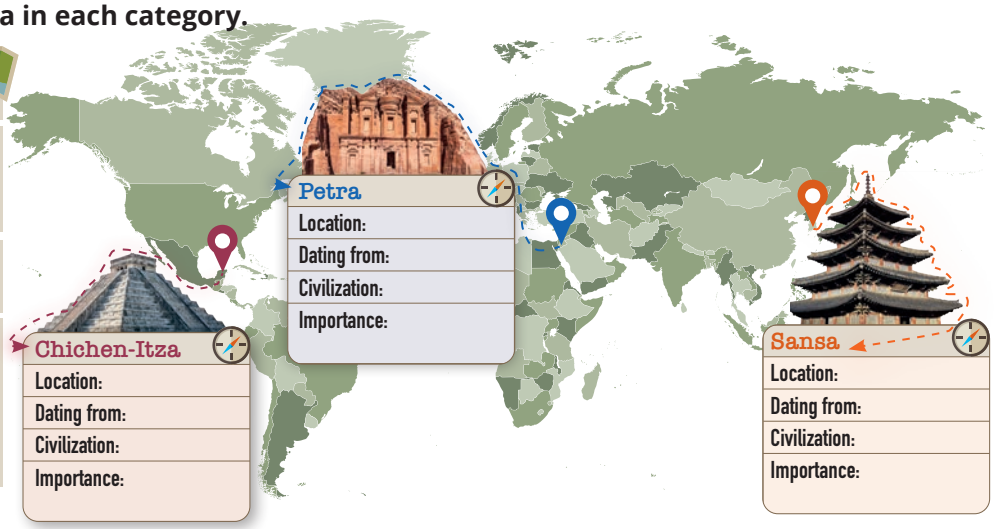
c Listen to the audio again and fill in the charts with the correct words/phrases. One word/phrase is extra in each category.

- Japan
- Jordan
- Korea
- Mexico

- 312 BC
- the 5th century
- the 7th–9th centuries
- 15,000 years ago

- Akkadian
- Nabataean
- Korean
- Mayan-Toltec

- well-preserved statues and buildings
- one of the seven wonders
- a unique architecture
- a Meso-American masterpiece



d Work in pairs. Talk about a monument in your country answering the following questions.

• Where is it? • Who built it? • When did they build it? • Why is it important?

Speaking

a **Talk about the following questions with your classmates.**

1 What is the most famous historical/natural site in your country? What makes it so special?
2 What do you think makes a historical/natural site important for humans to protect?

b **Read the text and underline the sentences that highlight the importance of each site.**

Mixed heritage sites of UNESCO have both natural and cultural importance. There are 39 mixed heritage sites in the world, and two of them are in Türkiye. Read on to learn about them.

Hierapolis

Hierapolis, with its present name, Pamukkale, is in the Denizli province of Türkiye. It attracted many visitors in the past with its extraordinary landscape. The Attalid kings of Pergamum founded this thermal town at the end of the 2nd century BC. Hierapolis is unique because it is a great example of a Graeco-Roman thermal town with natural formations.

Cappadocia

Cappadocia stretches between Nevşehir, Ürgüp, and Avanos. Wind and rain ate away the ash and lava from volcanoes, and they formed "fairy chimneys" 60 million years ago. This erosion process gave early humans somewhere to live. Human settlement in Cappadocia dates back to the Palaeolithic era, and different communities lived there until 1952. The number of churches, villages, and underground cities inside the fairy chimneys makes the region one of the world's largest cave systems.

c **Work in pairs. Ask and answer questions about the text as in the example.**

e.g. A: *What was Pamukkale's old name?*
B: *(It was) Hierapolis.*

A: *What ate away the ash and lava from volcanoes?*
B: *Wind and rain.*

d **Search the Net for a mixed heritage site of UNESCO in another country. What makes it unique? Share your research findings with your classmates.**

Idiom of the Day

Read the dialogue and answer the following question.

Susan: I'd love to travel to Egypt this summer if I get the chance. I especially want to see the Great Pyramid.
Karen: What makes it so important?
Susan: It's the only wonder of the ancient world still in existence, and it's almost 3,600 years old.
Karen: Wow! That's amazing, but it's a bit sad to see the other six wonders weren't able to **stand the test of time**.

Why do you think historical places cannot stand the test of time? How do you think people can protect these places?

7B ONCE UPON A TIME

Reading

a Talk about the following questions with your classmates.

1 What can you count as heritage other than historical ruins?

2 Can you give examples of written and spoken heritage in your culture?

Dede Korkut is a mythical wise man who appears in epics, stories, and tales. According to some sources, Dede Korkut was from the Bayat tribe of the Oghuz and was the son of a cult figure, Kara Hodja. He appeared in the time of the ninth ruler, Inal Sır Yavkuy, and he was the consultant of the tenth ruler, Kayı Inal Khan, and three Oghuz rulers after him.

He took his roots from the traditions of nomadic life and had an important place in the social life of the Oghuz with his wise sayings and melodic narratives.

The Book of Dede Korkut is a narration of his epic and lyrical poems and the events he experienced. The book contains twelve stories and dates from the 15th century. It was able to stand the test of time by two means: written sources and spoken culture. Values such as generosity, hospitality, and courage in Dede Korkut's narratives and mottoes are still alive today. They play an important role in the construction of social and cultural peace in society.

b Answer the following questions according to the text.

1 According to some sources, where was Dede Korkut from?

_____

2 Who was the ruler of the Oghuz when Dede Korkut appeared?

_____

3 How did Dede Korkut take place in the social life of the Oghuz?

_____

4 How was *The Book of Dede Korkut* able to stand the test of time?

_____

5 Which values did Dede Korkut mention in his stories and mottoes?

_____

c Match the highlighted words in the text to the definitions below.

1 _____ : belonging to a community moving from place to place

2 _____ : existing only in ancient myths

3 _____ : friendly and generous behaviour towards guests

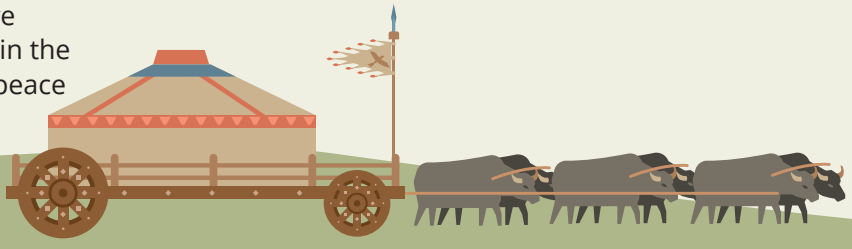
4 _____ : pleasant to listen to, like music

5 _____ : connected with the culture of a particular society or group

6 _____ : a person who rules or governs

7 _____ : a long poem about the actions of great people

d Describe a mythical character you know in a few sentences. Use at least three of the highlighted words in the text.



e **Read the following paragraphs and reorder them to make a meaningful story.**

a

☐ Before Yegenek set off, he took advice from Dede Korkut in his dream. He fought heroically, defeated the tekfur, and saved his father.

b

☐ First, he invaded a castle by the Black Sea, but the tekfur of the castle defeated Kazılık Koca and took him as a prisoner. He stayed in prison for sixteen years.

c

☐ Bayındır Khan, the ruler of the Oghuz, held meetings where he invited the Oghuz beys to exchange ideas. In one of these meetings, a man called Kazılık Koca asked Bayındır Khan's permission for a raid.

d

☐ Meanwhile, Yegenek grew up. He visited Bayındır Khan and asked for permission to save his father. He took twenty-four soldiers with him.

e

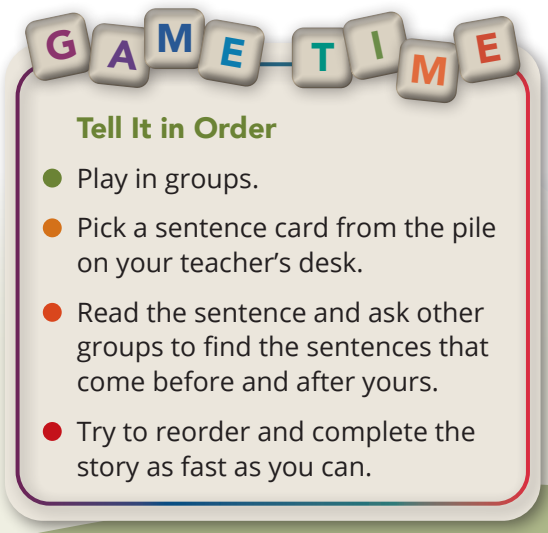
☐ Then Kazılık Koca found out that it was his son who saved him. In the end, father and son returned to their homeland together.

f

☐ When Kazılık Koca got permission from Bayındır Khan, he left his newborn son, Yegenek, behind and hit the road.

f **Search the Net to find a Turkish mythical story and summarize it in a few steps.**

g **Work in pairs. Tell the story you have summarized in *Exercise f* in turns.**



7C A BLAST FROM THE PAST

Listening

a **Talk about the following questions with your classmates.**

1 What can you tell about the ancient city of Troy?
Do you know the story of the Trojan Horse?

2 What other ancient cities in your country can you name?
Do you have a favourite one?

b **Listen to the interview about the ancient city of Troy and answer the questions below.** Track 7.2

e.g. *Who built it?*
The Trojans built it.

1 Where did they build it? _____

2 When did they build it? _____

3 Who discovered it? _____

4 Why was it important? _____

c **Answer the questions in *Exercise b* using the information about Karahan Tepe below.**

As part of the Eastern and South-eastern Anatolian Provinces Cultural Inventory Project, a group of archaeologists, led by Professor Uluçam, discovered Karahan Tepe in Şanlıurfa in 1997.

They reported that the Neolithic communities erected the steles at the site, dating back to 9100–8400 BC. Karahan Tepe also changed all theories about human history, just as Göbeklitepe did in the past. We know that the first temples and home grounds were born about 1,500 years before the birth of architecture.

KARAHAN TEPE

d **Use the information in *Exercise c* to do an interview with your partner about Karahan Tepe and record it. Upload your recording to your online portfolio and share it with your classmates.**

Speaking

a **Tick (✔) the historical places you heard about or visited in the past. Then describe it to your classmates in a few sentences.**

- ☐ Topkapı Palace
- ☐ Mount Nemrut
- ☐ Ephesus
- ☐ Sumela Monastery
- ☐ Olympos
- ☐ Ancient City of Dara
- ☐ The Blue Mosque
- ☐ Aspendos

b **Work in pairs. Ask and answer questions to talk about the last place you visited. Write down the questions and answers below.**

Questions	You	Your Partner
Where/go? _____		
When/go? _____		
Who/go with? _____		
How/go? _____		
Where/stay? _____		
What/do? _____		
What/see? _____		

c **Retell your friend's answers in *Exercise b* to your classmates as in the example.**

e.g. *Doğa visited the Blue Mosque with her mother last year. It was an exciting trip for her because...*

Did you know

In Göbeklitepe, the largest stones weigh nearly ten tonnes, which means it was a gigantic project for that time. Even today, thousands of people must work to carry those stones and put them in their place.

How do you think Neolithic people managed to construct Göbeklitepe?

Search the Net for further information and talk about the possible answers with your classmates.

7D TRAVEL BROADENS THE MIND

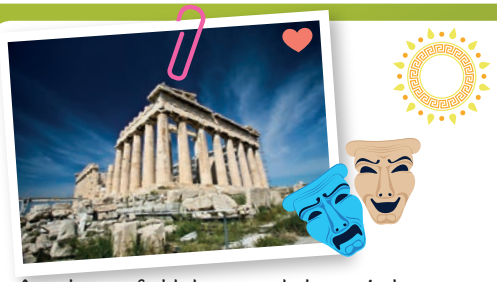
Writing

a **Work in groups. Talk about the following questions.**

1 Why do you think it is better to visit a historical place than read about it?

2 Which historical places in your town/city do tourists generally like to visit?

b **Read the text and write answers and questions about it.**



As a lover of old things and places, I always dreamt of going to Greece to see its historical places. I was thrilled when I learnt that my school arranged a trip to Athens for the spring break. I couldn't sleep the night before the trip because I was so excited.

The next day, we set off very early and had a comfortable journey of three hours. Before noon, we were able to arrive at our destination, and we left our luggage at the hotel. Then we went to a traditional restaurant to eat brunch. I had Greek salad with feta cheese and some loukoumades, a dessert made of round fried dough and honey syrup.

After brunch, our guide took us to the most well-known tourist attraction, the Acropolis of Athens, a complex with many monuments of architectural and artistic excellence.

The monuments on the Acropolis were important and influential in antiquity; they also inspired many modern-age architects worldwide.

When we reached the top of the hill, we saw the Parthenon, a UNESCO World Heritage Site. It dates from the 5th century BC, and it has been a landmark of the city since then. My friends and I were amazed by its beauty, and we took many photos there. Then we walked down the hill to the Agora; there were trees, so we could have some shade and a little rest on the benches. Before we ate dinner, we went sightseeing in the Pláka and Anafiotika neighbourhoods and had a great time walking in the quiet, peaceful streets. Everything was perfect, and this was a trip I can never forget.

1 **Q:** How long did the journey last?
A: _____

2 **Q:** What did the author have for brunch?
A: _____

3 **Q:** _____
A: They went to the Acropolis of Athens.

4 **Q:** _____
A: Before they ate dinner.

c **Write a short paragraph about a historical place you visited in the past. Use the following guidelines and at least three of the highlighted words in *Exercise b*.**

- Mention its location, importance, and history.
- Share your opinion about the place.
- Talk about your feelings and what you did/saw there.

d **Work in pairs. Read your partner's paper and check if s/he has followed the guidelines.**

e **Choose and research an ancient civilization. Then prepare a slide presentation with the information you have collected and presented it to your classmates.**

Pronunciation

a **Listen and practise the words below.** Track 7.3

/d/	/t/	/ɪd/
arrived	mixed	added
called	packed	invited

b **Read the words aloud and tick (✔) the sounds you produce. Then listen to check your answers.** Track 7.4

	/d/	/t/	/ɪd/
1 waited	☐	☐	☐
2 reached	☐	☐	☐
3 climbed	☐	☐	☐
4 tired	☐	☐	☐

c **Listen to the dialogue and pay attention to the strong and weak forms of the highlighted words.** Track 7.5

Felix: The shoe shop was closed yesterday.
Julia: Was it Sunday?
Felix: Yes, it was.
Julia: It wasn't rainy, was it?
Felix: No, it wasn't.

d **Work in pairs. Practise the dialogue in *Exercise c.***

e **Listen to the tongue twisters. Then practise them as fast as you can.** Track 7.6

1. There were some shocked, shielded, and sheltered people outside the shaped, shelled, and shaded shops, weren't there?
2. It wasn't the cooled, clenched, and coated beef from the cuffed, clawed, and coded cow, was it?

e-portfolio

Prepare a very short promotional video about one of the world heritage sites in Türkiye with a video editor. Then submit it to your teacher and present it to your classmates.

To prepare your video, you should...

- choose a site, find information about it, and take notes.
- write the audio script for your video and read it out, recording your voice.
- find images/videos of the site and combine them with the recording using a video editor.

Self-assessment

	Fair	Good	Great
I can organize information in a recorded text.			
I can respond to simple questions/statements in a recorded interview.			
I can ask and answer questions in an interview about the past.			
I can give a short, simple presentation.			
I can ask and answer the questions about a text.			
I can reorder the events in a short story.			
I can write sentences about historical places I visited in the past.			

THEME

8

EMERGENCY AND HEALTH PROBLEMS

8A HEALTH IS BETTER THAN WEALTH
8B BEING OUT OF SORTS
8C WHAT'S YOUR EMERGENCY?
8D PREVENTION IS THE CURE!

In this theme, you will be able to...

- ask for and give advice.
- give and understand simple instructions in case of emergency.
- talk about something that has happened recently.
- express obligations and prohibitions.

8A HEALTH IS BETTER THAN WEALTH

Lead-in

Talk about the following questions with your classmates.

1 When was the last time you visited a doctor? Why?

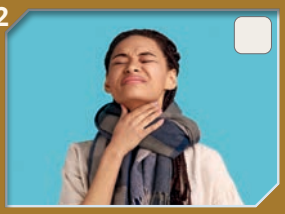
2 Why is it important to know what to do during an emergency?

Listening

a **Match the health problems to the photos below. One is extra.**

a	a backache	e	a broken leg
b	the flu	f	a sore throat
c	a stomach ache	g	a rash
d	a headache	h	a fever
		i	a toothache

1

2 

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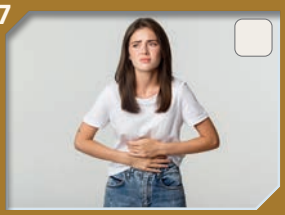
7 

8

b **Listen and write where each conversation takes place.**

Track 8.1

1 _____

2 _____

3 _____

c **Listen to the audio again and complete the table below for each patient.**

Patients	Health Problem	Symptoms	Treatment
Paul			
Linda			
Ms Evans			

d **Listen again and answer the following questions.**

1 Why does the chemist give Paul antibacterial cream and plasters?

_____

2 When should he change the plaster?

_____

3 How long has Linda had pain in her teeth?

_____

4 What does the doctor advise Linda to do besides taking medicine?

_____

5 When did the pain in Ms Evans's stomach first start?

_____

6 What does the doctor advise her to eat?

_____

Speaking

a **Match the health problems to the following advice. One is extra.**

- a a sore throat
- b a swollen knee
- c a stomach ache
- d a rash on a hand
- e the flu
- f sunburn
- g a headache

1 ☐ Drink warm tea with honey and rest your voice.

2 ☐ Have a rest and get plenty of sleep. Wash your hands regularly and drink vegetable or fruit juice.

3 ☐ Use a moisturizer during the dry and cold winter months. Avoid chemicals coming into contact with your skin and wear gloves when cleaning.

4 ☐ Drink plenty of water and eat crackers, rice, bananas, or toast. Avoid eating greasy foods like chips, hamburgers, etc.

5 ☐ Cool your skin with a cool shower, but do not use soap on the affected area. Use a moisturizer with aloe vera. Stay out of the sun.

6 ☐ Avoid standing for a long time. Apply ice for 15 to 20 minutes every two to three hours and see a doctor.

b **Work in pairs. Take turns to ask for and give advice about the health problems in *Exercise a* as in the example.**

e.g.

You don't look so good. What happened?

I've got the flu and a runny nose. I feel terrible. What should I do?

I'm sorry to hear that. You had better have a rest and get plenty of sleep. You should also wash your hands regularly and drink vegetable or fruit juice.

I will. Thank you.

c **Work in pairs. Role-play a conversation at the doctor's using the following role cards. Then swap roles.**

Student A

You feel ill, and you are at the doctor's office.

Tell the doctor about the symptoms that you have had for a period of time. Ask for advice.

Student B

You are the doctor.

Ask about the patient's problem and symptoms.

Answer Student A's questions and give some useful advice or information about the treatment you are planning to give.

Idiom of the Day

Read the dialogue and answer the following question.

Tim: Sandy, would you like to join us for dinner this evening?
Sandy: Thanks for inviting me, but I'm **feeling under the weather.**
Tim: Oh, what's the matter?
Sandy: I've had the flu for over a week, but I still have a terrible cough and sore throat.
Tim: I'm sorry to hear that. Hope you feel better soon.
Sandy: Thank you, Tim.

What do you do when you feel under the weather?

8B BEING OUT OF SORTS

Reading

a **Match the correct specialists to the health problems below. One is extra.**

1	☐ A dermatologist	**a**	treats problems of the gums, teeth, and mouth.
2	☐ A surgeon	**b**	treats mental health problems.
3	☐ A dentist	**c**	treats sleep disorders.
4	☐ A psychiatrist	**d**	treats conditions that affect your hair, skin, and nails.
5	☐ A sleep specialist	**e**	treats eye and vision problems.
		f	treats illnesses and injuries by operating on patients.

https://www.askanexpert.com/experts/question-answer

HOME | ASK AN EXPERT | FIND SOLUTIONS TO YOUR HEALTH PROBLEMS

Search

Question 1

Rockstar

Since I was a little child, I have had yellow teeth, although I brush them regularly each day. I have tried many different kinds of toothpaste, but they didn't work at all. I'm 18 years old, and I can't even smile. Please help me!

03.03.2022, 19.30

Answer

1 _____

Firstly, teeth are not pure white; they are naturally yellowish, and they can turn yellow for several reasons, like eating habits, using antibiotics, or genetic factors. Next, certain foods or drinks, such as coffee, tea, citrus juices, berries, and curry, can change the colour of your teeth. Have you ever tried professional cleaning and polishing? Visit your dentist and talk about your problem. S/He will prescribe you the best treatment for you. And lastly, do not let anything stop you from smiling!

Question 2

Sleepless

I have always had trouble falling asleep, but the situation has become worse in the past three months. Even when I'm exhausted, it is difficult for me to fall asleep some nights. I wake up several times throughout the night and find myself looking at the clock. I feel anxious because it really affects my performance at work. How can I solve my sleep problem?

28.03.2022, 17.15

Answer

2 _____

Many factors like stress, depression, or physical pain can cause insomnia, but the common cause is lifestyle factors, and it gets better by changing some of your habits. Start by identifying the things that keep you awake at night. Maybe you shouldn't have had that afternoon coffee or the evening tea. Avoid caffeine for four hours before going to bed. The blue light from electronics such as laptops, tablets, TVs, and mobile phones also negatively affects sleep quality at night. It tricks your brain into thinking it is daytime. Avoid using them two hours before bedtime. If the problem continues, you had better see a doctor to find out the main reason.

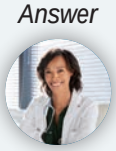
Question 3

Angel

I'm a fifteen-year-old girl. I have had problems with acne and pimples on my cheeks and chin for about a year. I have tried a few remedies that I found on the Net, but they didn't seem to help much. What should I do to get rid of them?

19.04.2022, 15.39

Answer



3 _____

First of all, if you are using the Internet as a source of health information, please stop it because it is full of misinformation. The experts also cannot give you direct medical care in this forum. However, washing your skin is the most important step in preventing acne. You can use over-the-counter cleansers with salicylic acid. It can help reduce acne and dry pimples, but make sure to apply a moisturizer afterwards. Have you ever visited a dermatologist to talk about your problem? I would suggest you see a dermatologist for the best treatment for you.

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b **Read the texts and write the correct specialist for each answer column.**

c **Read the texts again and choose the statement that best expresses the main idea.**

1 You can take medical advice and receive treatment for your medical problem from the website.
2 You must consult a doctor to take medical advice and receive suitable treatment for your health problems.
3 You had better visit a website before seeing a doctor.

d **Match the highlighted words in the texts to the definitions below. Then make sentences with them.**

1 _____ : the characteristics of living things passed from parents to children
2 _____ : false or inaccurate information
3 _____ : treatment for a disease or an injury
4 _____ : the condition of being unable to sleep over a period of time
5 _____ : available for purchase without a special note from a doctor
6 _____ : to give someone medicine or medical treatment
7 _____ : to make someone believe something false

e **Answer the following questions according to the texts.**

1 How long has Rockstar had a problem with his teeth?
_____
2 What factors can affect the colour of the teeth?
_____
3 When has the sleep problem become worse for Sleepless?
_____
4 How does blue light affect sleep quality?
_____
5 What problem has Angel had for about a year?
_____
6 What did the specialist warn her not to do?
_____

f **Work in pairs. Ask and answer questions about your recent health problems as in the example.**

e.g.

Have you ever experienced similar health problems? — *I've just had an acne problem.*

Have you seen a doctor yet? — *Yes, I've visited a dermatologist.*

What have you done for the treatment? — *I've used a serum and cream for a few months.*

g **Imagine you have had a health problem for two months. Write to *Ask an Expert* and ask for help on the website. Then share your problem with your classmates to get appropriate advice.**

Bingo

- Take the bingo card from your teacher.
- Walk around the class and ask "Have you ever...?" questions to your classmates using the phrases on the card.
- Write the names of the friends that say "Yes, I have." in the spaces provided.
- Shout "Bingo!" when you form a horizontal, vertical, or diagonal line of four names.
- Make four sentences using the information in the circles.
- The one who makes correct sentences wins the round.

8C WHAT'S YOUR EMERGENCY?

Listening

a **Talk about the following questions with your classmates.**

1 Have you ever witnessed an accident? What was it?

2 What should you do first in an emergency?

b **Write the following emergencies under each photo. One is extra.**

cuts | snake bites | burns | drowning | road traffic accidents | falls from height | choking

c **Listen to the audio and answer the following questions.** Track 8.2

1 Why did Julia call the emergency services?

2 Is her dad conscious or unconscious?

3 What is the problem with his leg?

4 When did the accident happen?

5 What did she place on the wound to stop bleeding?

d **Work in pairs. Role-play an emergency call. Choose one of the situations from *Exercise b*. Use the following questions in your dialogue.**

- What is your emergency?
- What is your location?
- What is your name?
- Can you tell me what happened?
- Has anybody been hurt?
- When did this happen?
- Is s/he conscious and breathing?

Speaking

a **Take the quiz below and test your knowledge about emergencies. Then check your result.**

1 The telephone number for all emergency services in Türkiye is 112.
A True **B** False

2 An adult's average resting pulse rate should be 100–120 beats per minute.
A True **B** False

3 When you get a nosebleed, you should sit with your head backwards and nose pinched.
A True **B** False

4 When an animal bites you, wash the wound thoroughly with soap and water and apply an antibiotic cream.
A True **B** False

5 First-degree burns are the most serious and require immediate medical attention.
A True **B** False

6 The first thing to do when caring for an electrical injury is to turn off the source of electricity.
A True **B** False

7 You must cut the wound and suck out the poison in case of a snake bite.
A True **B** False

8 You must use ice or iced water to cool the burn.
A True **B** False

9 The best way to clean a minor cut or wound is with cool running water.
A True **B** False

10 When someone else faints, raise the person's legs above heart level.
A True **B** False

Answer Key: 1A 2B 3B 4A 5B 6A 7B 8B 9A 10A

Results:

You got 0–4 out of 10:
Recheck your basic first-aid knowledge and take the quiz again.

You got 5–10 out of 10:
Congratulations! You are aware of the importance of first-aid knowledge in saving lives.

b **Share your result with your classmates. Then discuss the aims and importance of first aid.**

c **Work in pairs. Tick (✔) the things you should keep in a first-aid kit.**

- ☐ plasters
- ☐ bandages
- ☐ aspirin
- ☐ cough syrup
- ☐ scissors
- ☐ a thermometer
- ☐ tweezers
- ☐ antibiotics
- ☐ antibacterial cream
- ☐ single-use gloves

d **Work in pairs. Imagine that you have cut your finger and do not know how to treat the wound. Call someone to help you with the first-aid treatment. Use the role cards and role-play the scenario.**

Student A
Explain the situation and ask for help. Give answers to the questions.

Student B
Help him/her to calm down. Ask questions about the wound.
Use the following photos as a clue for the treatment.

Did you know

According to research findings, few people know what to do in an emergency. However, giving proper first aid as soon as possible can help a person get well faster and prevent the condition from getting worse.

Search for some basic first-aid techniques that can save lives until medical help arrives. Take notes and share them with the class.

8D PREVENTION IS THE CURE!

Writing

a **Match the sentences to the pictures below. One is extra.**

a Wear a face mask.
b Avoid contact with others.
c Wash your hands properly with soap and water.
d Cover your mouth and nose with a tissue when you cough or sneeze.
e Do not touch your eyes, nose, and mouth with dirty hands.

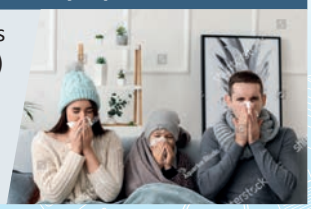
b **Skim the leaflet and circle the main idea.**

1 You can do nothing to protect yourself from the flu.
2 You can protect yourself and others from the flu by following a few simple steps.
3 The only thing you can do to protect yourself from the flu is to stay at home.

Do Not Let the Influenza (the Flu) Catch You!

Know the most common symptoms:

- Muscle or body aches
- Fever (38°C or above)
- Runny or stuffy nose
- Sore throat
- Headache
- Cough



How to protect yourself from the flu:

- Wash your hands often and for at least 20 seconds.
- Wear a protective mask in public places.
- Avoid close contact with sick people.
- Eat a balanced and healthy diet.
- Get a flu vaccine each year.
- Get enough sleep.

When you have any of these symptoms:

- Stay at home and rest.
- Do not visit public areas or use public transportation to prevent spreading your illness to others.

Seek emergency medical care if you have:

- Shortness of breath or difficulty in breathing
- Pain or pressure in the chest

c **Tick (✔) the information mentioned in the leaflet.**

1 ☐ how to prevent the flu
2 ☐ high-risk groups
3 ☐ common symptoms of the flu
4 ☐ how the virus spreads
5 ☐ responsibilities for not making others sick
6 ☐ when to seek medical care
7 ☐ how to recover from the flu

d **Work in pairs. Discuss how people should act when they are sick to stop the spread of infections and viruses to others as in the example.**

e.g. *They should not touch common objects with dirty hands.*

They had better stay at home and rest when they are sick.

They must cover their mouth and nose with a mask when on public transport, at school, or at work.

e **Work in groups. Prepare a poster or a leaflet about safety and health at school, home, or work as in *Exercise b*. Choose one of the topics below.**

- How to get ready for natural disasters at school/home/work
- How to deal with emergencies such as falls, cuts, etc. at school/home/work

Pronunciation

a **Listen and practise the intonation in each sentence.**
Track 8.3

1 Where is the nearest **hospital**? ↘
Is there a hospital near **here**? ↗

2 Have you eaten **anything**? ↗
What did you eat for **breakfast**? ↘

3 What are your **symptoms**? ↘
Have you got any **symptoms**? ↗

4 Who's the new **doctor**? ↘
Is she the new **doctor**? ↗

5 Have you got a **cough**? ↗
How long did your cough last after the **flu**? ↘

b **Read out the sentences. Put an upward arrow (↗) for rising intonation and a downward arrow (↘) for falling intonation.**

1 How do you feel **today**? ☐
2 Do you have a **fever**? ☐
3 Do you feel better **today**? ☐
4 What's the **matter**? ☐
5 When did the symptoms **start**? ☐
6 Is everything **okay**? ☐
7 Who are you waiting **for**? ☐
8 Did you take any medical **treatment**? ☐
9 Are you **thirsty**? ☐
10 How can I help **you**? ☐

c **Listen to the audio and check your answers in *Exercise b.***
Track 8.4

d **Make sentences as in *Exercise b.* Practise the sentences you have written.**

e- portfolio

Work in groups of four. Search the Net and prepare a slide presentation on how to prevent accidents and injuries on the road. Distribute tasks among group members. Then present it to your classmates. Your presentation should include...

- visuals to clarify your message.
- information about the percentage of accidents that happen on the road.
- the ways to prevent accidents.
- basic first-aid techniques in case of an emergency.

Self-assessment

	Fair	Good	Great
I can identify the expressions about health problems while listening.			
I can ask for help from the emergency services.			
I can ask for and give advice about health problems.			
I can talk about obligations, responsibilities, and prohibitions in social life.			
I can find the main idea of a text about health problems/emergencies.			
I can prepare posters/leaflets/brochures about safety and health.			

THEME

9

INVITATIONS AND CELEBRATIONS

9A HAVE A WHALE OF A TIME
9B LET'S GET TOGETHER
9C AT THE SHOPS
9D DELIGHTED TO HAVE YOU OVER

In this theme, you will be able to...

- ask for and give suggestions.
- do the shopping.
- make requests.
- talk about future plans.
- make and answer phone calls.

9A HAVE A WHALE OF A TIME

Lead-in

Talk about the following questions with your classmates.

1 Have you ever joined or organized a party on a special day? Why/Why not?

2 Would you like to go shopping to buy a gift for someone? Why/Why not?

Listening

a **Match the party types to the photos. One is extra.**

a graduation party
b New Year's Eve party
c house-warming party
d garden party
e farewell party
f surprise party
g birthday party
h fancy-dress party
i karaoke party

1

2

3

4

5

6

7

8

b **Listen to the audio and complete the missing parts of the dialogue.** Track 9.1

Easton: Hey, Cooper. It's Easton. What are you up to _____ **(1)**? I hope you're free.

Cooper: Not really. Why? What's going on?

Easton: My family and I are going to throw a _____ **(2)**.

Cooper: Oh, really? _____ **(3)** like fun.

Easton: I'd like you to be there. _____ **(4)** joining us?

Cooper: _____ **(5)**, I can't make it. I'm going to visit my grandparents with my family.

Easton: _____ **(6)**. I was hoping you would come. Maybe next time.

Cooper: I'll definitely try to make it the _____ **(7)**.

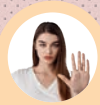
c **Work in pairs. Make a similar dialogue as in *Exercise b* for each situation given. Use the phrases below.**

1 Your friend is inviting you to his/her birthday on Sunday, but you already have plans for that day.

2 Your friend is inviting you to a fancy-dress party next Saturday, and you accept his/her invitation.

INVITING
- Would you like to...?
- How about...?
- Why don't you...?
- How do you fancy...?

ACCEPTING
- I'd love to, thanks.
- That sounds lovely, thank you.
- What a great idea, thank you.
- Sure. When should I be there?



REFUSING
- I'd love to, but...
- I wish I could, but...
- Sorry, I don't think I can make it.
- I'm so sorry; I can't make it.

d **Talk about which party you would like to join or throw the most with your classmates. Give reasons.**

Speaking

a **Talk about the following questions with your classmates.**

1 How do you usually ask people for a request, permission, or help to do something for you?

2 What kinds of preparations do you think people make before throwing a party?

b **Work in pairs. Ask and answer questions for each photo as in the example. Use the expressions below.**

- Would you mind...?
- Do you mind if I...?
- Will/Would/Can/Could you please...?
- Shall I...?

e.g. Tony asks Lucy to take his photo.

Tony: *Excuse me, sorry to bother you. Would you mind taking our photo?*

Lucy: *No problem, my pleasure. Smile, say cheese!*

1 Alice wants her mother to show her how to make cookies.

2 Lara asks her friends to decorate the room.

3 Melin asks her husband to prepare the shopping list together.

c **Work in groups. Read the conversation below and act it out.**

Edith: Hi, friends. Let's plan the surprise party for Jane. Hudson, can you prepare a guest list?

Hudson: Sorry, but I don't know the names of the others joining the party. Shall I make the shopping list instead?

Maize: OK, no problem. I'll prepare the guest list.

Hudson: What about the place? We haven't made a decision about it yet.

Maize: Mr Berry's café is big enough for us. Edith, would you mind calling him to book his café for that day?

Edith: OK. I'm calling him right now.

d **Work in groups. Imagine that you are hosting a party and giving the tasks on the to-do list below to your friends. Make a similar conversation as in *Exercise c*.**

To-do List

- Invite friends
- Decorate the place
- Make a shopping list
- Do the shopping
- Prepare food and drinks
- Order a cake

Idiom of the Day

Read the dialogue and answer the following question.

River: Hi, Tyler. Can you do me a favour?

Tyler: Sure, what's the problem?

River: Tonight I'm going to my uncle's birthday party. My bike is broken, so I need yours. Can I take it?

Tyler: **Be my guest.**

River: Thanks. You're a great friend!

When people ask for your permission to do something, do you immediately say "be my guest" without thinking? If no, when do you say "no" to people?

Reading

a **Talk about the following questions with your classmates.**

1. How do you usually celebrate special days in your country?
2. What kinds of preparations do people make for celebrations?

b **Scan the text and circle the topic that is <u>not</u> mentioned.**

1. The festival's date
2. The preparations before the festival
3. The types of meals
4. The activities during the festival

DIWALI: THE FESTIVAL OF LIGHTS

A Diwali, known as the festival of lights, is the biggest and most important festival in India. There are a lot of different reasons for celebrating it, and the reasons change from community to community in India. For some, it is a harvest or new year celebration, but it generally symbolizes the victory over darkness, good over evil, and knowledge over ignorance.

B Diwali takes place annually and lasts for five days. There is no exact date for the festival; it changes every year according to the position of the moon. It should be the darkest day of the new moon, so the celebration includes lights everywhere. It usually occurs between October and November. This year, Indians are going to celebrate it with great enthusiasm again.

C People are going to make some preparations before the festival. First, they are going to paint and clean their houses, offices, and public places. Then they are going to decorate these places, especially the inside and outside their homes, with flowers, special lights, and oil lamps called "diyas". They believe a clean, decorated, and bright home attracts wealth, prosperity, happiness, and positive energy, and it also makes the guests feel happy.

D The other step of the preparation is doing the shopping for the festival. The women are going to buy new clothes for each day of the celebration. They are going to buy jewellery or some metal things because they believe such objects bring prosperity. Indians are going to buy a lot of gifts for their beloved ones. They are also going to buy sweets or be busy preparing home-made sweets. It is customary for them to exchange gifts and sweets with family members, friends, or beloved ones.

E During the festival, family members are going to come together to have a special meal, eat sweets, and have joy. They are going to reunite to strengthen family ties and spread peace and happiness by exchanging love and gifts with each other. They are going to wish each other wisdom, health, wealth, peace, and prosperity once more this year.

c **Match the highlighted words in the text to the definitions. Then make sentences with them.**

1. _____ : a thing that you give to somebody, especially on a special occasion; a present
2. _____ : not knowing about something
3. _____ : to come together again after a period of separation
4. _____ : once a year; every year
5. _____ : the time when grain, fruit, or vegetables are ready to cut or pick
6. _____ : objects that people wear to decorate their fingers, ears, etc.
7. _____ : the state of being successful, especially in making money

d **Read the text and answer the following questions.**

1 What does the Diwali festival mean for some?

_____

2 Why does the date of the festival change every year?

_____

3 What are people going to decorate their houses with?

_____

4 Why are people going to buy jewellery?

_____

5 How are people going to spread peace and happiness?

_____

6 What are people going to wish for?

_____

e **Read the text again. Find the supporting ideas for the main idea below in the paragraphs and write which paragraph(s) include(s) them.**

Main idea: For Indians, Diwali is an important festival to celebrate.

Supporting ideas:

1 The date of the festival: _____

2 The meaning of the festival: _____

3 The activities during the festival: _____

4 The description of the decoration for the festival: _____

5 The activities before the festival: _____

6 The reasons for celebrating the festival: _____

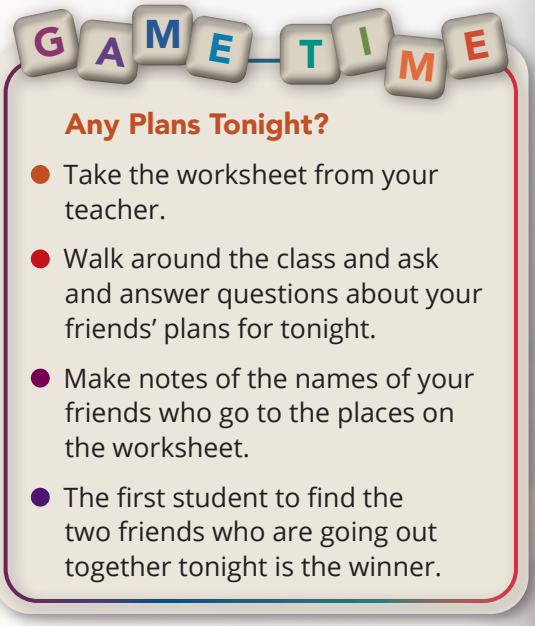
f **Imagine you are planning a celebration. Describe your plans and arrangements to your classmates as in the example.**

e.g. *I'm going to buy some gifts for my friends on Saturday.*
Tomorrow I'm inviting my friends.

g **Write a paragraph about the next festival in your country. Give answers to the following questions to support the main idea in your paragraph.**

1 Which festival are you going to celebrate?
2 How long is it going to last?
3 What kinds of preparations are you and your family members going to make?
4 What are you going to do during the festival?

h **Swap your paragraphs with your partner's. Check if s/he has given answers to the questions in *Exercise g*.**



9C AT THE SHOPS

Listening

a **Choose the words/phrases from the two categories below and write them under the photos. One is extra in each category.**

Containers and Quantities	Food and Drinks
a bar of...	bananas
a bottle of...	beans
a box of...	bread
a bunch of...	butter
a carton of...	cereal
a tin of...	sugar
a dozen of...	chocolate
a jar of...	eggs
a loaf of...	jam
a packet of...	milk
a pot of...	oil

1 _____

6 _____

2 _____

7 _____

3 _____

8 _____

4 _____

9 _____

5 _____

10 _____

b **Listen to the audio and complete the questions taken from the dialogues.**

Track 9.2

Dialogue 1

1 Have _____ any salted butter?
2 Do you need _____?
3 Can I pay _____?

Dialogue 2

1 Can I _____?
2 _____ bottles would you like?
3 How much sugar do _____?
4 _____ are they?

Dialogue 3

1 _____ have a pot of yoghurt?
2 How would you like to pay; _____ credit card?
3 Do you want _____?

c **Listen to the audio again and tick (✔) the correct phrases.**

In Dialogue 1, the customer...

1 ☐ wants to buy salted butter.
2 ☐ buys just two packets.
3 ☐ pays €6.87.

In Dialogue 2, the customer...

4 ☐ wants to buy half a kilo of bananas.
5 ☐ does not have enough money to buy sugar.
6 ☐ pays in cash and gets £15.45 change.

In Dialogue 3, the customer...

7 ☐ buys a dozen of organic eggs.
8 ☐ also buys two jars of strawberry jam.
9 ☐ pays $28.90 in cash.

d **Work in pairs. Make a dialogue between a customer and an assistant using the stock inventory list and the shopping list below. Then act it out.**

Item	In Stock	Price
water	10 bottles	£0.80 (a bottle)
tuna	5 tins	£1.20 (a tin)
milk	2 cartons	£1.75 (a carton)
honey	1 jar	£3.50 (a jar)
pasta	0	£1.50 (a box)

- three tins of tuna
- two boxes of pasta
- a jar of honey
- three bottles of water
- four cartons of milk

Speaking

a **Work in groups. Talk about the following questions.**

1 Do you prefer going shopping for clothes with someone or alone? Why?

2 Do you prefer online or in-store shopping for clothes? Why?

b **Complete the dialogue with the sentences below.**

a Yes, it does, and I really like it.

b No, thanks. I've got my own.

c Just a minute. What size are you?

d Hello. Do you need any help?

e That's ₺92.75.

Assistant: _____ **(1)**

Customer: Yes, I'm looking for a dress for my sister's birthday party.

Assistant: OK. We have five different ones. How about this pink one?

Customer: Oh, it's too fancy for me. Do you have it in blue?

Assistant: _____ **(2)**

Customer: Small.

Assistant: Here you are. You can try it on; the fitting rooms are over there.

Customer: Thanks.

A few minutes later...

Assistant: What do you think? Does it fit?

Customer: _____ **(3)**

Assistant: Glad to hear that. Do you need anything else?

Customer: Yes, two pairs of no-show socks, please. How much is that?

Assistant: _____ **(4)**

Customer: Here you are.

Assistant: Thank you, and there's ₺7.25 change. Would you like a bag?

Customer: _____ **(5)**

c **Work in pairs. Use the role cards below and make similar dialogues as in *Exercise b*. One of you is the customer, and the other is the assistant. Then swap roles.**

Student A (Assistant)

You have blue, brown, and yellow sweatshirts, but the only yellow sweatshirt in stock is a small size. You have T-shirts in blue, orange, and purple; you have all sizes of T-shirts and trainers. The sweatshirts are €23.50, and the T-shirts are €17.90. The price of the trainers is €35–€50. You do not accept credit cards.

Student B (Customer)

You are looking for a yellow or brown cotton sweatshirt and a blue T-shirt, both of medium size. You also want to buy a pair of trainers, size 40. You have €100 cash and would like to pay by credit card. If you have to pay in cash, you can only spend €80 on shopping. You need the other €20 to get back home.

Did you know

Every year, we use five trillion plastic bags. That is 160,000 a second, and we can only recycle less than one per cent of them. On average, the usage time of a plastic shopping bag is just 12 minutes, but it takes up to a hundred years to degrade in nature. Unrecycled plastic bags end up in the ocean or soil, and this seriously harms our environment and ecosystem.

When you go shopping, do you take your own shopping bags? Why/Why not?

Search the Net to learn about how plastic bags harm nature and all living beings. Then share what you have learnt with your classmates in a few sentences.

9D DELIGHTED TO HAVE YOU OVER

Writing

a **Work in groups. Talk about the following questions.**

1 What types of parties do you think are the most interesting? Why?

2 What occasions do you think are worth celebrating?

b **Read the invitations and match them to the parties below. One is extra.**

a birthday party b fancy-dress party c graduation party d house-warming party

1 ☐ *Benjamin,*

I am saying goodbye to college life next Friday evening, so I am throwing a party at about 8 in the evening. We are meeting in my dorm, and I want you to be there. How about joining us? If you can come, can you bring some orange juice or lemonade? Hope you can make it.

Cheers,
Stephen

2 ☐ Dear Hannah,
We are having a party on January 10th at 9 p.m. to celebrate Michael's getting one year older. We have hired the Great Hall at the Hotel Blossom in Belfast. There will be a buffet of food and drinks, so you do not need to bring anything. Please wear your formal dresses and let me know if you can make it by January 3rd.
I hope to see you and Jonas there.
Best,
Martha

New message

To willswift@bmail.co.uk
Subject PARTY!

3 ☐ Hi William,
Jade and I have unpacked all the boxes, put everything in place, and finally got ready to PARTY! Let's celebrate this happy event together next Sunday at 11 a.m. in our new flat. The food is on us; the drinks are on you, so please bring some.
I hope you can come.
See you soon,
Andrew

Send

c **Imagine you are throwing a garden party or a surprise party and write an invitation letter to a friend. Use the following guidelines.**

- Mention your reason(s) for throwing a party.
- Inform the guest of the date, time, and location of the party.
- Give the guest some extra information about the event.
- Let the guest know if you have a special request.

d **Work in pairs. Read your partner's letter and check if s/he has followed the guidelines.**

Pronunciation

a **Listen and practise the phrases and sentences below.** Track 9.3

Normal Speech	
would you	/wʊd juː/
could you	/kʊd juː/

Connected Speech	
would you	/wʊdʒu/
could you	/kʊdʒu/

1 **Could you** speak a bit louder, please?
2 **Would you** like some tea or coffee?
3 **Could you** please help me with that?
4 **Would you** lend me some money?
5 **Would you** do the shopping for me?

b **Listen to the audio and complete the sentences below.** Track 9.4

1 _____ like to come with us?
2 _____ like to go to the party?
3 _____ write the invitation letters?
4 _____ mind giving me a lift?
5 _____ open the windows, please?
6 _____ please send me an email?

c **Write sentences as in *Exercise b*. Practise the sentences you have written.**

e-portfolio

Imagine you are going to organize a party. Design an electronic invitation card by using Web 2.0 tools and submit it to your teacher. Then send your invitation card to a classmate of yours and ask him/her to write a letter to let you know if s/he accepts or refuses your invitation.

Your invitation card should include...

- the name(s) of the host(s).
- the type of party.
- the request to attend the party.
- the date, time, and location.
- the dress code.
- the last day to confirm attendance (RSVP).

Self-assessment

	Fair	Good	Great
I can fill in the missing parts in a dialogue.			
I can understand expressions related to shopping in a recorded text.			
I can make and respond to suggestions/requests.			
I can describe future plans and arrangements.			
I can ask and answer about quantities, numbers, and prices while shopping.			
I can find the supporting ideas in a text.			
I can write simple invitation letters.			
I can write a short paragraph about my future plans.			

AF-ON
AE-L
AF-L
L

THEME 10

TELEVISION AND SOCIAL MEDIA

10A IN THE NEAR FUTURE
10B FOLLOW FOR FOLLOW
10C LET'S STAY IN TOUCH
10D BOTH SIDES OF THE COIN

In this theme, you will be able to...

- make predictions about the future.
- ask for and give opinions (agreement, disagreement, etc.).
- interrupt someone in a conversation.
- gain time in a conversation.

10A IN THE NEAR FUTURE

Lead-in

Talk about the following questions with your classmates.

1 Do you watch TV or visit social media sites in your free time? Why?

2 Which one do you think is more effective in connecting with the world; social media or TV?

Listening

a **Match the TV programmes to the photos. One is extra.**

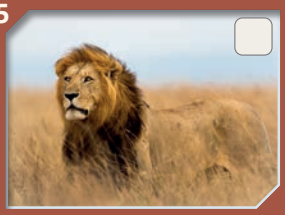
a documentary
b news
c weather forecast
d quiz show
e cartoon
f TV series
g talk show
h sports programme

1

2

3

4

5 

6

7

b **Match the TV programmes in *Exercise a* with the appropriate extract below.**

1 "Now, let's continue with the last question of the night. You will have ten seconds to answer." _____

2 "The World Peace Commission has declared an international state of emergency." _____

3 "Anatolian leopards like the regions close to water resources in the high parts of the mountains." _____

4 "Welcome to our show, Darrel Grant! Let's start with your new album." _____

5 "London will be rainy until the next weekend." _____

6 "Wow, this is turning out to be an amazing game! The score is 2-1. " _____

c **Listen to the TV broadcast and put the news in order.**

Track 10.1

☐ The commercial for ComfyMatt

☐ The weather forecast for Canada

☐ The forest fire in Chicago, the US

☐ The successful operation by the Vancouver police

☐ The helping hand from the Fire Department of Toronto

☐ The Men's Cricket World Cup semi-final results

d **Listen to the audio again and complete the missing information in the sentences below.**

1 The thief broke into more than _____ houses last month.

2 The Fire Department of Toronto is on its way to help with the _____.

3 While in May, New Zealand played against _____ and made its way to the final.

4 The northern part of Canada has been snowy and freezing since _____.

e **Work in pairs. Prepare a short news broadcast with three events in the correct order. Then act it out.**

Speaking

a **Talk about the following questions with your classmates.**

1 How do you think social media sites will change our lives in the near future?

2 Do you think you can easily adapt to new developments in technology? Why/Why not?

b **Read the dialogue and find sentences to complete the following chart.**

Lily: Did you hear that *Vent Corporation* has bought *FlipFlap* for 4.6 million cryptocurrencies!

Oscar: Yes, I've read about it, and this is a waste of money.

Lily: I don't agree with you. Vent is a huge blockchain company, and *FlipFlap* is full of amateur artists, buyers, and sellers.

Oscar: That's true. However, there are some people who don't use cryptocurrencies.

Lily: Exactly, you're right. You just need to see that all of us will.

Oscar: Ha-ha! I totally disagree with you. I won't buy a kilo of strawberries by spending imaginary money.

Lily: Maybe you won't buy strawberries, but I think you'll probably buy art pieces and collectables.

Oscar: I don't think so. I can go to a gallery and buy them at auction by paying real money.

Lily: Okay, Oscar, I agree. You're so narrow-minded!

Predictions	***e.g.*** *I won't buy a kilo of strawberries by spending imaginary money.*
Agreement	***e.g.*** *That's true.*
Disagreement	***e.g.*** *I don't agree with you.*

c **Work in pairs. Talk about the ideas in the dialogue in *Exercise a* giving your opinions as in the example. Use the expressions below.**

e.g. *I don't think we will use cryptocurrency for shopping in the future.*
I'm not so sure about it. In my opinion, people will use it.

- In my opinion, ...
- No chance!
- Never in a million years!
- No way!
- I'd say exactly the opposite.
- I'm not so sure about it.
- That's for sure!
- I couldn't agree more.

d **Work in pairs. Talk about what you think about the future situations of the topics below.**

- robots in education
- apps in people's brains
- eating habits of people
- clothes of people
- travelling to the moon
- living in the metaverse

Proverb of the Day

Read the dialogue and answer the questions.

Philip: I can't believe travel to the moon is really happening!
Chen: Yes, we have talked about it for years, and now it has turned into reality.
Philip: Do you think people will travel to other planets and stars in the future?
Chen: Well, I don't know. **Only time will tell.**
Philip: You're so right.

Do you think people will easily travel to other planets and stars in the future?

Do you think it will happen in your lifetime?

10B FOLLOW FOR FOLLOW

Reading

a **Talk about the questions below with your classmates.**

1 How much time do you spend on the Internet every day? Do you think it wastes your time?

2 Which social media tools and apps do you use? Which ones are your favourite?

b **Skim the texts below and circle the best option.**

1 Vikky likes to spend time with her friends ____.
a at home **b** at school **c** online

2 Aila uses social media to ____.
a make money **b** design graphics **c** share photos

3 jakops.dogs is not keen on sharing his ____.
a photos **b** identity **c** ideas

c **Read the texts and answer the questions.**

1 What does Vikky need after school?

_____

2 What does Aila use social media for?

_____

3 How does Aila make money at home?

_____

4 What does jakops.dogs think about oversharing?

_____

5 Do you agree with jakops.dogs? Why/Why not?

_____

d **Match the highlighted words/phrases to the definitions below. Then make sentences with them.**

1 _____ : involving two people who are together in the same place

2 _____ : from or by someone who does not say or write their name

3 _____ : conversation about things that are not important

4 _____ : to communicate with people regularly by speaking or writing to them

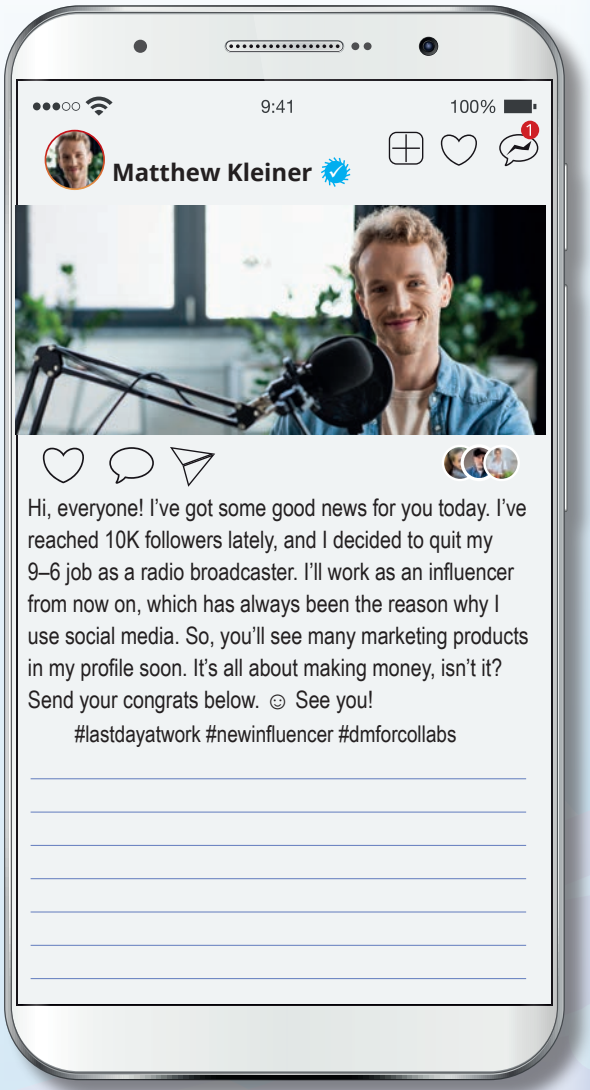
5 _____ : to spend time with people in a friendly way to enjoy yourself

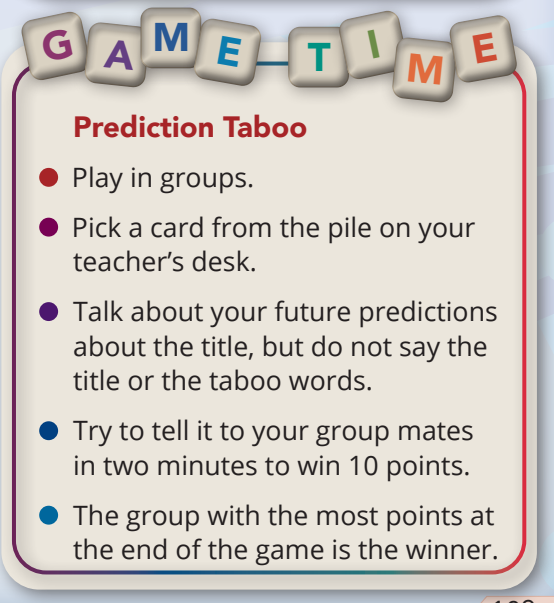
6 _____ : a group or system of people, workers, etc. that exchange information

7 _____ : to share or reveal too much information on social media

e **Work in pairs. Make a list of the reasons why you use social media. Then talk about them with your classmates.**

f **Read Matthew's post and write a comment to express your opinions. Use the notes you have taken in *Exercise e*.**





10C LET'S STAY IN TOUCH

Listening

a **Work in pairs. Talk about the following reasons you use social media for.**

- discovering new products
- sharing ideas and opinions
- staying in touch with friends
- staying up to date with the news
- sharing photos or videos

b **Listen to the audio and tick (✔) the following topics that are mentioned in the audio.**

Track 10.2

1 ☐ world population
2 ☐ the number of social media users in the world
3 ☐ the names of the popular social media platforms
4 ☐ the age of most social media users
5 ☐ the gender of most Internet users
6 ☐ the reasons to use social media
7 ☐ the number of people getting news from social media
8 ☐ the number of people getting news from TV

c **Listen to the audio again and answer the following questions.**

1 How many people use social media worldwide?

_____

2 Who uses social media the most?

_____

3 What are their reasons for using social media?

_____

4 How has social media changed the way people access the news?

_____

5 Who prefers getting news from TV?

_____

d **Work in groups of three. Make a dialogue to discuss the reasons to use social media. Use the expressions below in your dialogue. Then act it out.**

INTERRUPTING SOMEONE

- Sorry to interrupt, but may I ask a question?
- Sorry for interrupting, but I want to make sure I understand.
- May I add something here?
- Excuse me, but may I jump in here?
- May I join the conversation?

GAINING TIME IN A CONVERSATION

- You know,
- Actually,
- I mean,
- Well,
- Right,
- Anyway...
- Let me think...

e **Work in pairs. Take the social media survey below. Then interview your partner and tick his/her answers. Use the expressions in *Exercise d* in your conversation as in the example.**

e.g. *Do you think social media is a good source for getting the news?*

Let me think... Well, yes, it is.

	Social media...	You		Your partner	
		Yes	No	Yes	No
1	is a good source for getting the news.				
2	is full of false information and fake news.				
3	has a positive effect on relationships because it helps people stay in touch and interact with others.				
4	harms relationships because it causes people to spend less quality time with loved ones.				
5	presents an unrealistic view of others' lives.				
6	influences buying decisions.				
7	allows people to express themselves easily.				
8	is a useful tool for learning new things.				

f **Compare your answers with your partner and share them with your classmates as in the example.**

e.g. *To my partner, social media is a good source for getting the news, but I don't think so because it is full of false information and fake news.*

Speaking

a **Talk about the following questions with your classmates.**

1 What do you think are the examples of personal information?

2 What kind of information about yourself have you put on social media?

Your digital footprint is your digital identity!

When you go online, you leave some information behind. This information is your digital footprint, and it can exist forever. It tells a lot about you because it includes your comments on videos, posts on social media, the pages you have read, and the products you are interested in. What is more, others can reach or share your digital footprint. For this reason, do not share inappropriate posts or use bad words in your comments. It will be helpful to present yourself properly and use social media carefully to create a positive image for your future plans.

Remember that when you share a photo or make a comment on a social network, you also share your location, contact information, interests, etc. The privacy settings of your Internet browser or a social networking site help you to control who sees information about you. Manage your privacy settings to stop people from seeing things you want to keep secret. Lastly, create strong passwords and change them often to keep your accounts safe.

As a result, you should think twice before posting anything online because you can never take it back or delete it for real.

b **Skim the text and choose the statement that best expresses the main idea.**

1 Your digital footprint is the record of all the things you do online, so you should be careful while using the Internet.

2 You should never post or make comments on social media not to leave your digital footprint.

3 You can remove your digital footprint if you delete your posts and comments on social media.

c **Scan the text and write the ways to protect your personal information online.**

1 _____

2 _____

3 _____

4 _____

d **Work in groups. Discuss how to keep your personal information private as in the example. Use the information in *Exercise c.***

e.g.

To me, the most important thing is to create strong passwords for accounts.

That's not always the case. In my opinion, we should not overshare on social media. This may allow hackers to steal our personal information.

Did you know

Globally, an average Internet user spends two hours and twenty-seven minutes every day on social media. According to statistics, the average lifetime of a human is 74 years, and this means that people spend an average of six years and eight months of their lives on social media.

Search the Net to find some interesting statistics about the time we spend on other daily activities in years. Share them with your classmates.

10D BOTH SIDES OF THE COIN

Writing

a **Talk about the following questions with your classmates.**

1 Why do you think people write comments online?

2 Do you prefer writing or viewing comments on social media? Why?

b **Read the comments on the discussion forum. Then write your own comment on the topic below.**

https://www. forumline.com

Discussion Forum

Do you think social media has a positive or negative impact on people's lives? search for questions and topics

Lisa E.
I believe that it has a positive impact on my life because it allows me to share ideas and emotions with people who feel the same way. I feel like I am not the only one, and everyone can sometimes have problems in life.

Zavian M.
I think social media makes us less social. I see children, teenagers, and adults checking their phones every time; they do not have conversations with the people around them, and it annoys me a lot.

Takahiko Koki
In my opinion, it is about how you use social media. It is an effective tool to increase public awareness about important issues. You can create and share informative posts and videos to draw attention to the subject. You know, little things make a big difference.

Daniella123
To me, it has a negative impact. I see people using bad language against others on social media, and personally, I think it is a kind of violence. Of course, everyone has the right to say what they think, but swearing is not a way of expressing ideas.

_____

_____

_____

Post

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c **Read the comments again and write the positive and negative impacts of social media on people's lives.**

Positive Impacts

- _____
- _____

Negative Impacts

- _____
- _____

Pronunciation

a **Listen and practise the sounds and words in the table below.** Track 10.3

/d/	/ð/
la**dd**er	lea**th**er
o**dd**	**th**ough
did	**th**e
won**d**er	bro**th**er
ma**d**	**th**at
har**d**	o**th**er
to**d**ay	**th**ey

b **Read out the words and write them under the correct sound.**

smooth children middle need weather hundred with southern together Sunday

/d/	/ð/

c **Listen to the audio and check your answers in *Exercise b*.** Track 10.4

d **Listen to the tongue twisters. Then practise them as fast as you can.** Track 10.5

1. Whether the weather is cold, whether the weather is hot, we'll weather the weather, whatever the weather.
2. Dimitri the dog dances with Dino Dan.

e- portfolio

Use your imagination and make predictions for the future of the media. Prepare a slide presentation on how technology will change our lives in the next twenty years and what TV and social media will be like in the future. Present your task to the class. Your presentation should include...

- visuals.
- examples of innovation in media and communication technologies.
- how these innovations will change our lives.

Self-assessment

	Fair	Good	Great
I can put the events in a TV broadcast in order.			
I can make predictions about the future.			
I can agree or disagree with others by giving my opinions.			
I can interrupt and gain time in a conversation.			
I can skim short and simple texts to draw a conclusion.			
I can write a comment on a topic via social media.			

IRREGULAR VERBS

VERB	PAST SIMPLE	PAST PARTICIPLE
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
catch	caught	caught
choose	chose	chose
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt/learned	learnt/learned
leave	left	left

VERB	PAST SIMPLE	PAST PARTICIPLE
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt/spilled	spilt/spilled
spoil	spoilt/spoiled	spoilt/spoiled
stand	stood	stood
steal	stole	stolen
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

THE PHONETIC ALPHABET

CONSONANTS

Voiceless Consonants	Voiced Consonants	
/p/	**/b/**	**/l/**
pan	blend	left
stop	rob	still
/t/	**/d/**	**/r/**
late	door	parent
time	kid	run
/k/	**/g/**	**/j/**
ache	grape	yes
fork	tag	you
/f/	**/v/**	**/w/**
chief	drive	warm
fun	very	white
/θ/	**/ð/**	**/m/**
bath	father	jam
three	this	man
/s/	**/z/**	**/n/**
pass	lazy	near
same	zero	won
/ʃ/	**/ʒ/**	**/ŋ/**
shine	casual	hanger
wish	garage	sing
/tʃ/	**/dʒ/**	
chair	job	
lunch	project	
/h/		
behind		
hear		

VOWELS

Short Vowels	Long Vowels
/ɪ/	**/iː/**
live	beach
physics	feed
/æ/	**/ɑː/**
back	arm
sad	father
/ʊ/	**/uː/**
book	cool
full	flew
/ɒ/	**/ɔː/**
hot	bought
wash	caught
/ʌ/	**/ɜː/**
bus	bird
flood	turn
/e/	
bell	
send	
/ə/	
away	
banana	

DIPHTHONGS

/eɪ/	**/əʊ/**
rate	close
say	grow
/aɪ/	**/ɪə/**
bike	deer
sky	fear
/ɔɪ/	**/eə/**
join	chair
boy	there
/aʊ/	**/ʊə/**
house	cure
down	pure

TRIPHTHONGS

/eɪə/	**/aʊə/**
layer	flour
player	power
/aɪə/	**/əʊə/**
diet	mower
fire	rower
/ɔɪə/	
coir	
loyal	

- T.C. Millî Eğitim Bakanlığı, Ortaöğretim İngilizce Dersi (9,10,11 ve 12. Sınıflar), Öğretim Programı, 2018.

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WORD LIST

Scan the QR code for the word list.

ONLINE, VISUAL, AND E-CONTENT REFERENCES

Scan the QR code for the online, visual, and e-content references.